

# Iowa Virtual Academy

2020-2021  
School Handbook

## Table of Contents

Welcome	5
Description of the IAVA	6
Mission	7
Goals	7
School Directory	8
K12 Customer Support	8
Academic Calendar	9
IAVA Student Code of Conduct Statement	10
Non-Discrimination Policy	10
Code of Conduct Glossary of Terms	11
Rights and Responsibilities Students and Parents	12-13
Student Infraction and Consequences	13-17
Search and Seizure	17
Flag Salute	17
Disciplinary Meeting and Actions	18
Suspensions	18
Expulsion	19
Discipline of Students with Disabilities	19-20
Emergency Hearing for Dangerousness	21
Bullying and Cyber-bullying	21-22
Where To Go With Questions and Concerns	22
Informal Complaint Process	23
Formal Complaint Process	23-24
Formal Grievance Policy	24-25
Attendance Policies	25-27
Process for Attendance Monitoring	27-28
Truancy Elimination Plan	28-29
Testing Attendance Policy	30
Testing Requirements	30
Standardized Testing & Other District-Wide Assess.	31
Attendance FAQ's	32
Confidentiality	33
Health Policy	33-34
Physical Education	34
Academic Pacing	35
Change of Address	35-36
Withdrawing from IAVA	36

Supplemental Activities	36
Use of School Property	36
Objectionable Content	37
Student Records	37-41
Transfer of Rights	41
Internet Service Provider Reimbursement Program	41
School Supplies	42
Printer Ink	42
Family Education Rights and Privacy Act	43-48
Protection of Pupil Rights Amendment	48
Advanced Learner Program	48
At-Risk Program	49
Counseling Opportunities	49
Special Education Services	50
IDEA	50
Special Education Screening	50-51
Multi-Tiered System of Supports (MTSS)	
Also known as Response to Intervention	51
Services by Disability	52
Commitment to serve students	52
504 Service Plan	53
English Language Learner (ELL)	53
Request for Parent/Guardian Interpreter	
Services or Disability Accommodations	54
Homelessness	54-55
Foster Care	55
Academic Advancement (K-8)	55
Program (K-5)	56
K-8 Promotion and Retention	56-57
OLS	57
The Middle/High School Program (Grades 6-12)	58
Summary of the Middle/High School Model	58-59
Middle School/High School Grading Policy	60
Grade Appeal Process	60
Academic Dishonesty	61
Evidence of Mastery	61
Grading Scale	61
HS Credits	62
Graduation Requirements	62
Awarding of Extra Credit	63
Progress updates	63

Determining Class Rank and Honor Roll	63
Late work policy	63-64
Post-Secondary Enrollment Options:	
11 <sup>th</sup> & 12 <sup>th</sup> grades	64-65
Communication (My Info and email)	66
Family Directory	66
Resident District Extra Curricular	
Activities Participation	66
Iowa Virtual Academy Special Interest	
Student Clubs	67
Iowa Virtual Academy Gatherings	67
Acceptable Use Guidelines	68
Accountability	68
Student Internet Safety	69
Network Etiquette	69
Academic Integrity	69
Use of Copyrighted Materials	70
Plagiarism	70
Source Citation	70
Appropriate Use of Technology	71
IAVA Indemnification Provision	71
Confidential Communication	71
Using Blackboard Collaborate	72
Title IX and Non-Discrimination	73-74
Title IX Grievance Process	74-80
I Understand and Agree Signature Page	81
School Communication Plan (Appendix A)	82-83

***Dear Iowa Virtual Academy Family:***

Welcome to the 9th year of the Iowa Virtual Academy! We are excited to have you here! Our 21<sup>st</sup> century meeting places are social, interactive, and filled with student learning opportunities designed especially for you!

The mission of the IAVA is to personalize learning for each student and prepare all students for productive and healthy lifestyles in a diverse global society. Our teachers will learn about your interests and design an individual education plan at a pace that helps you master learning rather than cover content. You can learn more about IAVA’s mission by reading the academy’s goals found in this handbook.

The Iowa Virtual Academy is a district-operated program, which serves K-12 students statewide. The Clayton Ridge Community School District is solely responsible for operation of the IAVA. The IAVA is held to the same high standards and accreditation requirements as the traditional schools operated by Clayton Ridge.

The Clayton Ridge School Board and Superintendent are members of our IAVA community. The school board and superintendent will receive regular input from the IAVA’s parent advisory group and surveys to evaluate progress towards the IAVA’s mission and goals. Information about the parent advisory group and surveys will be sent periodically to our students and families.

This handbook contains important calendars, phone numbers, and descriptions of programs. Please keep the handbook in place for easy access. You and your teacher will refer to the handbook often during the school year.

Thank you for selecting the IAVA as your school of choice.

Best wishes and have a great year,

**Superintendent**

*Shane Wahls*

**Head of School**

*Steven Hoff*

**School Board President**

*John Heying*

## Description of the Iowa Virtual Academy

The IAVA is a full-time virtual school delivering 100 percent of the students' educational program. Virtual schools deliver instruction and learning content primarily over the Internet to computers used by the students and their parents. Conceptually, virtual schools allow students and their parents to work closely with highly qualified teachers from their home or other remote location. The parent(s) or other responsible adult(s) serve as the on-site learning coach and have a custodial role during instructional time (i.e., making sure students are prepared to learn and stay on-task during the school day).

The IAVA is designed for parents and students that wish to be closely involved with their teacher on a 1:1 basis. The curriculum is paced at the student's instructional level, which allows students to work ahead in some subjects while taking more time if needed in others. Each student completes 5-1/2 hours of instruction each school day or 27.5 hours in a full week of school. Teachers and a learning coach (which usually is a parent) monitor the hourly instruction requirement with daily interaction, completion of assignments, and frequent use of assessments. Hands-on activities, learning kits, and print materials augment the online curriculum. Teachers and parents may arrange optional field trips aligned to the curriculum.

A computer benchmark system alerts the teacher if the student is falling behind. Students are not allowed to continue in the virtual school placement if they fail to meet reasonable benchmarks due to chronic unexcused absences. Benchmarks include sufficient log-in time, regular communication with the teacher, response to email or phone messages within 24 hours or next business day, attendance at live videoconferencing sessions, meeting expected academic progress, being present for unannounced communications, proper implementation of learning coach practices, and teacher review of frequent online formative assessments. Students with special needs receive accommodations similar to those provided in the traditional school setting. Like traditional schools, students in the IAVA will also have social gathering opportunities and must complete standardized tests. The resident school district may (or may not) choose to provide local programming for special education services, and extra-curricular activities in agreement with the IAVA.

## Mission

The mission of the IAVA is to personalize learning for each student and prepare all students for productive and healthy lifestyles in a diverse global society. The Clayton Ridge Board of Education adopted seven goals for the IAVA.

## Goals

1. Each student receives a dynamic personal education plan designed to meet challenging academic goals while building confidence and self-efficacy.
2. Each student is assigned a learning team (i.e., primary teacher, learning coach, parent if other than the learning coach, school administrator, and guidance counselor) to encourage learning to happen in a variety of ways from multiple sources.
3. Each student learns essential knowledge and skills at their instructional pace in each core content area.
4. Each student participates in social learning techniques to build knowledge using collaborative skills and teamwork.
5. Each student participates in service learning projects that benefit the global community.
6. Each student demonstrates knowledge and skills for family and friends at special events and performances (i.e., arts, crafts, music recitals, poetry, special projects, student products, collected artifacts, etc.).
7. Each student maintains an educational portfolio tracking academic progress, summarizing involvement in school clubs or civic organizations, describing field experiences related to the taught curriculum, and an annual review of short-term and long-term goals reviewed by the primary teacher, school guidance counselor, parent or learning coach.

## School Directory

IOWA VIRTUAL ACADEMY  
563-748-1017

FIRST	LAST	SUBJECT	iowavirtual.org Email	Phone Ext
<b>ADMIN and STAFF</b>				
Steve	Hoff	Head of School	<a href="mailto:shoff@iowavirtual.org">shoff@iowavirtual.org</a>	3000
Amanda	Brezina	Academic Administrator	<a href="mailto:abrezina@iowavirtual.org">abrezina@iowavirtual.org</a>	3009
Ami	Kercheval	Special Programs	<a href="mailto:akercheval@iowavirtual.org">akercheval@iowavirtual.org</a>	3152
Luci	Wulfekuhle	Counselor	<a href="mailto:luwulfekuhle@iowavirtual.org">luwulfekuhle@iowavirtual.org</a>	3075
Judy	Tepper	Operations	<a href="mailto:jtepper@iowavirtual.org">jtepper@iowavirtual.org</a>	3001
Molly	Mellon	Registrar	<a href="mailto:mmellon@iowavirtual.org">mmellon@iowavirtual.org</a>	3011
Amy	Squier	Registrar	<a href="mailto:asquier@iowavirtual.org">asquier@iowavirtual.org</a>	3077

## K12 Customer Support

1-866-512-2273

With this number you will be able to reach the two support departments at K12.

**CUSTOMER CARE** – Choose option one if you have issues with any of the following:

- Materials
- Navigation/Login
- PC/Printer receipt & delivery
- Usernames/passwords

**TECHNICAL SUPPORT** – Choose option two if you have issues with any of the following:

- Hardware
- Software
- Platform
- BlackBoard Collaborate
- Newrow

## Academic Calendar

IAVA follows Clayton Ridge School District Calendar. **See page 9.**

## IAVA 2020-2021 School Calendar

### Summary of Calendar Days in classroom:

First Semester . . . . . 90  
 Second Semester      90  
 TOTAL DAYS **180**

### CALENDAR LEGEND

- Start/End
- No School (Staff PD)
- Testing/Assessments
- Staff PD
- Seniors Last Day
- Holidays (no school)

### HOLIDAYS:

- Labor Day (9/7)
- Thanksgiving Day (11/26)
- Christmas Day (12/25)
- New Year's Day (1/1)
- MLK Day (1/18)
- President's Day (2/15)
- Good Friday (4/2)
- Memorial Day (5/31)

August				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
September				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
October				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
November				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
December				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
January				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
February				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
March				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
April				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
May				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31	1			

### 180 Day/1080 Hours Calendar Date Events

Aug 10-11 Staff PD  
 Aug. 24      Begin 1<sup>st</sup> Semester  
 Aug. 24 Star360 BOY Opens

Sept 7 Labor Day (No School)  
 Sept 25 No School-Staff PD  
 Sept 30 Star360 BOY Ends

Oct 6, 8 P/T Conferences (4-7pm)  
 Oct 12 Interim 1 Opens  
 Oct 16 Interim 1 Closes  
 Oct 23 End 1<sup>st</sup> Qtr.  
 Oct 23 Staff PD, No School  
 Oct 26 Begin 2<sup>nd</sup> Qtr.

Nov 25-27 Thanksgiving Break (No School)

Dec. 1 Star360 MOY Opens  
 Dec. 18 Star360 MOY Closes  
 Dec 21-Dec 31 Holiday Break (No School)

Jan 1 New Year's (No School)  
 Jan 15 End of 1<sup>st</sup> Semester  
 Jan 18 MLK Day (No School)  
 Jan 19 Begin 2<sup>nd</sup> Semester (3<sup>rd</sup> qtr)

Feb 15 President's Day (No School)  
 Feb 22 Interim 2 Opens  
 Feb 26 Interim 2 Closes

Mar 23,25 P/T Conferences (4-7pm)  
 Mar 12 End 3<sup>rd</sup> Qtr  
 Mar 15 Begin 4<sup>th</sup> qtr  
 Mar 26 Staff PD (No School)

Apr 1-5 Spring Break  
 Apr 12-23 ISASP

May 3 Star360 EOY Opens  
 May 21 Seniors Last Day  
 May 28 Last Day of School  
 May 31 Memorial Day  
 June 1 Staff PD

## **Iowa Virtual Academy Student Code of Conduct**

The goal of Iowa Virtual Academy is to provide the best possible educational experience for each student. The instructional program, partnership of parents and teachers, clubs, outings, and competitions help to increase student success. Coupled with the advantages of these educational opportunities is the need for students to assume personal responsibility for their behavior.

Students share with the school community responsibility for developing Iowa Virtual Academy into a school that exemplifies high standards and excellence. Iowa Virtual Academy's Code of Student Conduct is based upon this responsibility. Understanding the information that follows is an essential responsibility of each student. The Iowa Virtual Academy Student Code of Conduct shall apply in all environments: home and community and during the school day and at any school function that goes beyond these hours.

## **Non-Discrimination Equal Educational Opportunity Policy**

Iowa Virtual Academy shall not discriminate in its educational programs, activities, or employment practices based on race, color, national origin, gender equity, disability, age, religion, ancestry, sexual orientation or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, Americans with Disabilities Amendment Act of 2009. Information relative to special accommodation, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained by contacting the school.

## Glossary of Terms

*Bullying* shall mean engaging in behavior that prevents or discourages another student from exercising his/her right to education. It is intentional hurtful behavior perpetrated repeatedly over a period of time, in a relationship characterized by an imbalance of power (with regards to gender, physical or mental strength, social acceptance). Such prohibited behavior includes the use of threats, coercion, repeated harassment, abuse, oppression, intimidation against students, school personnel, or school visitors.

*Cyber-Bullying* shall mean bullying that occurs by use of electronic devices through means of e-mail, instant messaging, text messages, blogs, discussion threads, mobile phones, chat messaging, pagers, and websites.

*Student Assistance Program (SAP)* shall mean a support program for students in grades K through 12. This program allows for the identification, intervention, and follow-up for students experiencing barriers to learning.

*Disability* shall mean a physical or mental impairment that substantially limits one or more of the major life activities of an individual; a record of such impairment; or being regarded as having such an impairment; or a specific disability such as: cognitive impairment, emotional impairment, hearing impairment, visual impairment, physical impairment, other health impairment, speech and language impairment, early childhood developmental delays, specific learning disability, severe multiple disabilities, traumatic brain injury, autism spectrum disorder and deaf-blindness.

*Expulsion* shall mean the removal of a student from school for more than 10 days because the student has violated this code.

*IEP* shall mean an Individualized Education Plan to support a student with disabilities who requires specifically designed instruction and related services.

*Manifestation Determination* shall mean a review of the special education student's program and disability to determine if misconduct is related to the disability.

*Possession* shall mean physical control over property (whether lost, found, or stolen), such as clothing or bags and the contents contained therein.

*Suspension* shall mean the involuntary removal of a student from class attendance or school attendance for 10 days or less.

*Weapon* shall mean any tool or instrument used to inflict serious bodily injury of another person.

## Rights and Responsibilities for Students and Parents

### ***Responsibilities and Rights of Students:***

*All students share with the administration and staff a responsibility to develop a safe learning environment within school. Students shall have the responsibilities and rights to do the following:*

- be on time and attend school daily;
- put forth a conscientious effort in all school assignments;
- have knowledge of and conform to the school rules and regulations and applicable laws;
- use appropriate speech refraining from indecent, obscene or foul language;
- report incidents or activities that may threaten or disrupt the school to a staff member;
- a public school education up to 21 years of age;
- not be excluded from public schools or from school privileges because the students is married, pregnant, has a disability, is eligible for special education services and programs or because of race, gender, color religion, sexual orientation (known or perceived), or national origin;
- not be subject of corporal punishment;
- be afforded discipline procedures as outlined in this document;
- request and receive interpretation and translation assistance for school-related matters if English is not their primary language

### ***Responsibilities and Rights of Parents/Guardians:***

*Parents/Guardians shall have the responsibilities and rights to do the following:*

- ensure that their children between the ages of 5 and 21 enrolled in Iowa Virtual Academy attend school regularly in accordance with the laws of the State of Iowa;
- enroll their child in another school if he/she withdrawals from Iowa Virtual Academy;
- present to the school administration any concern or complaint in a calm, reasoned manner;
- work with their child daily to ensure that student is completing assignments
- know the rule set forth in this code and review the contents with their child(ren);
- ensure that their child complies with all required testing and assessments, including but not limited to required state tests, Iowa Assessments, Star 360, scheduled by Iowa Virtual Academy;
- ensure that their child receives the periodic health examinations required by law;
- receive regular official reports of their child's academic progress;
- inspect, copy, and challenge according to the appropriate guidelines any and all information contained in their child's records;
- receive an explanation for the basis of any grade given by the teacher;
- request a conference with the teacher and/or the principal;
- receive translations and/or interpretations of any written or verbal communications regarding their child and their child's education;

- appeal disciplinary actions;
- receive reasonable accommodations for any disability to have access to participate in their child’s education, to the extent all parents are permitted to participate, upon request for such accommodation and proof of medical necessity.

**Student Infractions and Consequences**

Disciplinary procedures shall be consistent with applicable requirements of the Iowa Code and IDEA. Student offenses dictate the severity of the consequence Iowa Virtual Academy will impose. In addition to the specific offenses set forth below, Iowa Virtual Academy has the right to discipline any student who engages in conduct that threatens the health, safety, or welfare of others or disrupts the learning environment. The appropriate consequence will be determined at the sole discretion of Iowa Virtual Academy in accordance with the law. A student has the right to certain discipline procedures as outlined in final section of this code.

<b>Rule</b>	<b>Possible Consequence or Intervention for Infraction</b>
<p><b>Prohibition of Disruption of School</b></p> <p>Students shall act in a courteous manner toward all members of the school and shall not disrupt any education or school-related program:            If a student fails to obey directions; uses beepers, cell phones, or telephonic devices during school function or in class; or fails to attend class without a valid excuse</p>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p> <p>Failure to attend school without a valid excuse also holds student to truancy violations. These are outlined in the Attendance Policy.</p>
<p><b>Compliance with Dress Code</b></p> <p>Students shall dress in accordance with the standards described below:            -pants must be worn on the waist so no undergarments are showing</p>	<p>Discuss incident with student.</p>

<p>-no halter tops, strapless garments, or garments revealing midriff may be worn to a school event</p> <p>-no garments that reveal undergarments or that are see through may be worn to a school event</p> <p>-no hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events</p> <p>-no clothing that has profanity, drug or offensive slogans may be worn to school events</p> <p><b>Note:</b> This section is enforced for students when attending a school function such as testing, Iowa Virtual Academy Days Out, orientations, or other face-to-face events.</p>	<p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>
<p><b>Prohibition of Offensive Language</b></p> <p>Students shall not use offensive language. Violation of this includes but is not limited to:</p> <ul style="list-style-type: none"> <li>-curses, uses vulgar obscene language</li> <li>-sending, forwarding offensive, sexually-oriented, or threatening messages, pictures or symbols of offensive nature.</li> </ul>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>
<p><b>Mandate of Academic Honesty</b></p> <p>Students are expected to maintain the highest standards of honesty in their work. Violation of this includes but is not limited to:</p> <ul style="list-style-type: none"> <li>-copying work from another person</li> <li>-plagiarizes work of another</li> <li>-using answer keys provided for learning coach</li> <li>-copies work from internet sources without proper citations</li> <li>-forges notes</li> <li>-shares test questions with others</li> </ul>	<p>First Incident</p> <p>Express concerns and provide concrete examples of dishonesty.</p> <p>Allow students to redo assignment and resubmit for a grade</p> <p>Second Incident</p> <p>Hold a disciplinary meeting with parents/guardians, student and staff members.</p> <p>All second incident assignments receive a zero (0) with no opportunity to make up.</p> <p>Third Incident</p>

	Hold a face-to-face disciplinary meeting to discuss ways to eliminate academically dishonest behaviors.
<p><b>Abuse of Computer or Internet Privileges</b></p> <p>Students shall respect the computer privileges granted to them. Violations include:</p> <ul style="list-style-type: none"> <li>-gives his/her password to another individual or uses another individual's account</li> <li>-illegally downloads copyrighted materials from the internet</li> <li>-visits sites on the internet which contain sexually explicit material</li> <li>-harms or destroys data of another student or person, the internet or other networks</li> <li>-creates, downloads, or uploads computer viruses; or</li> <li>-violates any rule outlined in the Acceptable Use Policy</li> </ul>	<p>Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p> <p>In addition to above measures students will be required to pay full restitution for acts of deliberate damage or graffiti. Costs for damage to school district property will include labor, materials, consulting fees and other costs associated with replacing or restoring the damaged property.</p>
<p><b>Prohibition of Threats</b></p> <p>A student shall not communicate, directly or indirectly, any threat to another member of the school community that places him/her in fear of injury, pain, or ridicule. Serious threats to life or safety are included in the Bully Policy and will result in zero tolerance.</p>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p> <p>If the threat is serious to an individual's life or safety, a student could be presented to the board for expulsion.</p>
<p><b>Prohibition of Fighting</b></p> <p>Students shall refrain from mutual confrontations involving physical contact with any members of the school community.</p>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p>

	<p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>
<p><b>Prohibition of Tobacco Products and Paraphernalia</b></p> <p>A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.</p>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>
<p><b>Prohibition of Drugs or Alcohol for Personal Use</b></p> <p>Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non-prescription medication.</p>	<p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Refer to Student Assistance Team.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p> <p>Follow up with the SAP team to get invention measures in place.</p>
<p><b>Prohibition of Bullying and Serious Threats</b></p> <p>Students shall not intimidate or bully members of the school community. A student violates this rule if he or she participates in the following behaviors directly or indirectly:</p> <ul style="list-style-type: none"> <li>-Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone;</li> <li>-Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumor; or</li> </ul>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>

<p>-Non-verbal: threatening, obscene gestures, isolation, exclusion, stalking, cyber bullying.</p>	<p>Expulsion is also possible when the nature of the incident is serious or repeated.</p>
<p><b>Prohibition of Harassment</b></p> <p>Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatens, intimidates or creates a hostile environment because of someone’s gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.</p>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>
<p><b>Prohibition of Possession of a Weapon</b></p> <p>Students shall not possess any weapon as defined in this code’s glossary. A student violates this rule even if he/she did not intend to use such thing as a weapon.</p>	<p>Iowa Virtual Academy has a zero-tolerance policy on weapons violations.</p> <p>Students in possession of a weapon will go to an expulsion hearing.</p>

## Search and Seizure Policy

To maintain order and discipline at school functions and protect the safety and welfare of students and school personnel, school authorities may search a student, student’s backpack or student automobiles in certain circumstances and may seize any illegal or unauthorized materials discovered during the search.

## Flag Salute

A student may refuse to recite the Pledge of Allegiance or salute the flag based on the student’s religious conviction or personal belief. A student who declines to participate in this exercise shall stand quietly and respect the rights and interests of classmates who do wish to participate.

## Disciplinary Meetings and Action

Discipline referrals to the administration are reviewed individually, consistent with the Code of Student Conduct. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved with minimal administrative intervention. In the best interests of the student and the school, several disciplinary options are available.

## Procedures for Suspensions of 3 Days or Less

Students who are suspended shall be afforded a conference with the administrator of the department before being suspended. During the conference, the student shall be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given an opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measure; and
- informed of the consequences of future infractions.

After the conference with the student, the administrator shall implement the recommended remedial measure and send the parent a disciplinary letter to inform them of the student's violation, the length of the suspension, and the day on which the student and parent/guardian are permitted to return to class.

## Procedure for Suspensions of More than 3 Days

Students who are suspended for more than 3 days shall be afforded an informal hearing. Parents of the students must be notified in writing when the suspension is between 3 and 10 days. The notification must afford the parent time to attend the hearing. When the suspension is in regard to health, safety, and welfare the student may be suspended immediately. The hearing allows the students to meet with appropriate official to explain why he/she should not be suspended. During the hearing the student will be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given an opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measure; and
- informed of the consequences of future infractions.

## Expulsion

By definition, expulsion is any exclusion from school for a period of more than 10 days. Written notice describing the misconduct and containing specific reference to the rules, the setting, the times, and place of the hearing must be sent to the student's parent or guardian. A formal hearing must be held and should be private unless requested by the parent or guardian to be public. The student:

- may be represented by an attorney;
- has the right to have the information on the prosecution's witnesses;
- has the right to testify and present witnesses on his own behalf; and
- has the right to appeal to the appropriate judicial authority

## Discipline of Students with Disabilities

If a student violates the Code of Student Conduct, before consequences or punishment are imposed, it must be considered whether the student has a disability evidenced by evaluation documents current or pending. While all students may be disciplined, it is unjust to punish a child when the offense is directly related to his disability or when the IEP is not implemented. Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement.

A "change in placement" is a legal term that applies to the following situations:

- the removal is for more than 10 consecutive days
- the student has been subjected to a series of suspensions that constitute a pattern

If the offense and subsequent suspensions do not exceed 10 consecutive days nor constitute a pattern or suspensions using the Documentation of Pattern planning form, then it is not a change in placement and the student may be subject to the same consequence that the school applies to all students who violate the Code of Student Conduct.

If the offense is a change in placement, the school team (including the parent or guardian) must hold a Manifestation Determination Review meeting within 10 days of the decision to remove the student to determine two issues:

- was the student's misconduct caused by or directly and substantially related to the student's disability; or
- was the student's misconduct directly result of the school's failure to follow the child's IEP?

The parent/guardian must be provided a copy of the Special Education Procedural safeguards. If the team answers yes to either question, then the student's behavior is a manifestation of his or her disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with the conduct at issue. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct at issue.

If all team members agree that the student's conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct. If a student:

- possesses illegal drugs;
- is selling prescription drugs;
- carries a weapon; or
- causes serious bodily injury to another

either at school or during a school related activity, the school may immediately remove the student for up to forty-five (45) school days to an alternative or remedial disciplinary setting. This is because drugs, weapons, and serious bodily injury are so dangerous to a safe school regardless of whether a child has a disability or even if the team believes that the behavior is a manifestation of the student's disability.

To comply with the law, a 45-school day emergency removal for serious bodily injury must be serious, i.e. requiring medical treatment, During the forty-five (45) school day period, the school must convene a manifestation determination meeting. If the school determines that the conduct is a manifestation, the school may have the child re-evaluated, create or revise an existing behavior plan, or hold an IEP meeting to consider a more intensive special education placement upon the expiration of the 45-day alternative placement or sooner. If all team members determine that the conduct was not a manifestation of the student's disability, then the 45-school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

If the parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability, the parent may request a due process hearing to challenge this finding. If the hearing officer agrees with the parent, the students will remain in the school where the offence was committed unless the parent and the school agree otherwise.

## Emergency Hearing for Dangerousness

If a school has solid reasons to believe that keeping the student in his current school is “substantially likely to result in injury to the child or others”, the school consults with the Special Education Director who may request an emergency hearing to ask a Hearing Officer to transfer the student to an alternative setting for up to 45 school days. Dangerousness may exist even if there is no Code of Conduct violation. It is a consideration based on serious safety concerns for the student and/or the school community.

## Bullying and Cyber Bullying

Iowa Virtual Academy is committed to a safe and positive learning environment for all students, employees, volunteer and parents, free from harassment, intimidation or bullying. All forms of bullying and cyber bullying are hereby prohibited. Anyone engaging in bullying or cyber bullying is in violation of the Policy and shall be subject to appropriate discipline. Bullying shall mean unwelcome verbal, written or physical conduct directed at a student/parent/staff member/employee by another student/parent when the intentional act:

- physically harms a student or damages the student’s property;
- has the effect of substantially interfering with a student’s education;
- is placing another in reasonable fear of physical, emotional or mental harm;
- is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- has the effect of substantially disrupting the orderly operation of the school.

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidation, threatening or terrorizing another student/parent/staff member/employee by way of any technological tool, such as sending inappropriate or derogatory emails, instant messages, text messages, pictures or website postings that would include blogs, when the intentional act is:

- physically, emotionally or mentally harming to a student/parent/staff member/employee;
- substantially interfering with the student’s education;
- placing a student/parent/staff member/employee in reasonable fear of physical, emotional or mental harm;
- is severe, persistent, or pervasive to the extent that it creates an intimidating or threatening educational environment; or
- has the effect of substantially disrupting the orderly operation of the school.

Nothing in this policy requires the affected student/parent/staff member/employee to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic. All forms of bullying are unacceptable and when such actions are

disruptive to the education process of the Iowa Virtual Academy, offenders shall be subject to appropriate staff intervention, which may result in administrative discipline or action. Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo's, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other school policies or building, classroom, or program rules.

Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitutes violations of this policy. The Head of School is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation.

## Where to go with Questions or Concerns

Iowa Virtual Academy staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to seek solutions. Iowa Virtual Academy staff also realizes that parents and students do not always know what to do or where to seek out answers. Parents often give up and become frustrated if problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a problem:

**Step 1:** All concerns and issues should first be directed to the student's teacher. If an Iowa Virtual Academy teacher cannot resolve the issue (e.g., materials and computer issues) he or she directs the parent/responsible adult to the appropriate contact for assistance. The Iowa Virtual Academy teacher will monitor the concern to ensure resolution.

**Step 2:** If the issue or concern is about the Iowa Virtual Academy teacher, parents are advised to contact the Lead Teacher for that particular teacher (see School Directory).

**Step 3:** If the concern is not resolved at the teacher or lead teacher levels, parents/responsible adults are advised to contact the Head of School (see School Directory).

## Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. At the building level, programs may be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator reviewing the school harassment, intimidation and bullying policy without identifying the complainant, parent, guardian, or because the Iowa Virtual Academy believes the complaint needs to be more thoroughly investigated.

## Formal Complaint Process

Anyone may initiate a formal complaint of harassment, intimidation or bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts will be made to increase the confidence and trust of the person making the complaint. Iowa Virtual Academy will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any school initiated investigatory activities. The Head of School or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the school needs to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

1. All formal complaints shall be in writing. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation or bullying. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.

2. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that the district needs to draft a formal complaint based on the information in the officer's possession.
3. The compliance officer shall investigate all formal, written complaints of harassment, intimidation or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.
4. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the result of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.
5. The Head of School or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating that Iowa Virtual Academy intends to take corrective action; or that the investigation is incomplete to date and will be continuing; or that Iowa Virtual Academy does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.
6. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the Head of School's written response, unless the accused is appealing the imposition of discipline and the school is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.
7. If a student remains aggrieved by the Head of School's designee's response, the student may pursue the complaint as one of discrimination pursuant to the Iowa Virtual Academy Grievance Policy.

Students will be provided with age-appropriate information on the recognition and prevention harassment, intimidation or bullying, and their rights and responsibilities under this and other district policies and rule at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation and bullying.

## **Grievance/Complaint Policy**

### **Parent Complaint Response/Due Process Procedure**

The Iowa Virtual Academy is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. Iowa 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) should address in writing any concern or grievance to the Head of School. The Head of School responds within ten (10) working days.

If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the Head of School's response, request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and responds within ten (10) working days. If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the Iowa Virtual Academy governing body (Clayton Ridge Community School District Superintendent and Board of Directors). The Iowa Virtual Academy governing body may address the complaint directly, or the family may file a complaint with the Iowa Department of Education (information can be found on the Iowa Department of Education website).

## Iowa Virtual Academy Attendance Policy

The law in Iowa governing compulsory attendance requires a parent, legal guardian, or other person having control or charge of a child age six to sixteen to send the child to school during the entire school year, except under the limited circumstances specified in the Iowa governing compulsory attendance laws.

Although the compulsory school attendance law does not apply to children under the age of six, a child who is at least five years of age by September 15 of the school year and is a resident of a school district and enrolled in kindergarten. (Code Section 299.1A)

### Attendance Responsibilities

- Attendance must be **logged daily** in the Online School by parent/ Learning Coach.
- Schedules may be blocked or flexible; however, attendance in each course needs to be logged each week.
- Extended family travel (more than 3 days) except during normal school vacation periods requires written notification and vacation contract approval by the Head of School or designee. This should be completed at least one week prior to the extended absence.
- All families must attend a Parent Orientation and the student will attend a 'Learning Online' course via the online school.
- The family must maintain regular communication with the Iowa Virtual Academy teachers.
- Students and parents/learning coaches must check their email, and phone messages daily. Return response should be within 24 hours or on the next business day.

- Students **must attend all required** Blackboard Collaborate/Newrow Live sessions for direct instruction as directed by their teachers.
- For a secondary student, failure to attend school may be considered behavior that is subject to disciplinary sanctions. For secondary students less than 16 years of age and their parents, school attendance is a legal obligation.

**Reporting Absences:** Please email your teacher if your student will be absent and unable to attend Class Connect sessions or log in to the OLS/LMS. Please state the reason for the absence in the email as well as the expected duration of the absence.

**Excused Absences:** The school recognizes student illness, death in the family, prior permission to leave school by parents and administrator, approved family vacations, approved college visitations, required court appearance, religious observations, family emergencies, counseling or administrative appointments to be excused. Remember that regardless of the absence reason students are expected to make up work in the OLS/LMS.

**Unexcused Absences:** An unexcused absence is an absence not recognized by state law or Iowa Virtual Academy. Unexcused absences may result in loss of credit for assignments missed.

**Habitual Truancy:** A truant is defined as a student who is willfully absent from school without the knowledge and consent of the parent and school, or absent from school when there is an attempt to evade the Iowa Compulsory Attendance Law. A “habitual truant” is defined as a student who is truant five times during any semester. A truant absence is considered an unexcused absence.

**Excessive Absences:**

When students have accrued 5 absences (unexcused or excused) a student and parent will be sent a letter apprising them of the status of their absences. When a student has accrued 10+ absences (excused or unexcused), the parent and student will be required to meet with the Head of School or designee to engage in an attendance contract and help the student improve his/her attendance. The attendance contract may require the parent and student to provide the school with a doctor’s note for each additional absence. In such a case, if a doctor’s note is not provided to the school the absence will be marked unexcused. If the attendance contract is implemented and consequently broken, the parent and student(s) will be required to meet with the Head of School and may be withdrawn from Iowa Virtual Academy. Iowa Virtual Academy may also refer students to county district attorney or designee or county truancy. Anytime a student has missed five (5) consecutive days due to an illness, a doctor’s note will be required.

**5 absences = Email letter**

**10+ absences = Possible withdrawal from IAVA and possible referral to the county district attorney or designee**

**To Obtain Driver's License, Please Note:** In the State of Iowa, a person who is of compulsory attendance age who does not meet the requirements for an exception under Iowa Code 299.2, who does not attend a public school or an accredited nonpublic school, who is not receiving competent private instruction or independent private instruction in accordance with the provisions of Iowa Code Chapter 299A, and who does not attend an alternative school or adult education classes, shall not receive an intermediate or full driver's license until age eighteen.

**Instructional Time:** Iowa requires all public schools to offer at least 180 school days or 1080 hours in a school calendar year. Each school day shall provide 6 hours per day of instructional time or 30 hours of instructional time in a full week of school. (Code No. 501.3 Compulsory Attendance)

School being "in session" is perceived as requiring pupils and certificated teachers to be present and instruction taking place

Instructional time shall occur during the school day with exceptions granted by the teacher or Head of School for extenuating circumstances. Instructional time must directly relate to lesson objectives, which are aligned to the Iowa Core Curriculum.

## Process for Attendance Monitoring

Students are required to follow the school calendar. Attendance only occurs on "school days" as listed on the school calendar. Instructional time can be entered on any day (e.g., weekends, holidays, etc.).

Students are expected to log into the OLS (K-8) LMS (9-12) each scheduled school calendar day. If the school calendar indicates Monday through Friday in a given week as "School Days," attendance must be entered on each day to not result in absences being recorded. NOTE: Parents of students in grades K-12 will log attendance daily by midnight.

**Truancy:** a student will be considered truant after five consecutive unexcused absences.

**Doctor/Medical Excuses:** students must present doctors' notes when they are absent from school for five or more days consecutively due to illness. Parent should send doctors' notes to the assigned teacher through K-mail.

**Excuse Notes for Absence:** in order for an absence to be registered as excused, a parent or guardian must submit a written explanation to the teacher. Excuse notes or e-mails must state the student's name, the date of the absence, and the reason for the absence. The parent or guardian has three calendar days from the date of absence to submit the excuse through E-mail.

**Educational Leave:** Pupils may be excused for educational trips not sponsored by the school according to the IAVA's governing body's board policies. Please understand that it shall be the family's responsibility to contact the teacher(s) to determine what obligations must be met as a result of this proposed absence. Further understand that:

- no more than ten (10) days of absence will result.
- no absence will occur in the last ten (10) days of the school year.
- experiences such as "Long Weekends" and "Vacations" will not justify any request
- request must be submitted and approved 24 hours prior to the trip
- requests will not be approved for time off during the state testing window.

**No Internet Access or Power Outage:** students who are unable to log into school or have a power outage must have an alternative plan to go to a public library/public location with computer access to do their school work. If the student does not have a back-up plan and cannot go to the library, the student must notify his or her teacher in order to legitimize the reason for the absence.

## Truancy Elimination Plan

Iowa Virtual Academy has developed a Truancy Elimination Plan (TEP) to work strategically to reduce the incidence of truancy. Teachers are the first line of defense for compulsory attendance, as they are the first to recognize students with possible attendance issues. Therefore, teachers should implement a plan of action including, but not limited to:

- sharing and reviewing school policy on attendance and student responsibilities with students and families;
- contacting the student's parent/guardian upon their absence;
- meeting individually with students to discuss reason(s) for absence;
- following up with the building principal (or assigned truant officer);
- making referrals to guidance counselors and
- collaborating with Student Advisors as appropriate.
- contacting the county district attorney or designee for support

Iowa Virtual Academy will notify the parent/guardian regarding the need for a joint conference upon the third unlawful student absence. The school-family conference engages all participants involved in the student's life to explore possible solutions to increase the student's school attendance. The purpose of the school family conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to assure regular school attendance. The school-family conference provides both parties with the opportunity to identify, understand and explore all issues contributing to the student's truant behavior. Participation by the student and family is an integral component for this conference.

In addition, representatives from relevant and/or involved community-based agencies, community and school services and school personnel may be invited to participate. During the school-family conference, a Truancy Elimination Plan (TEP) shall be developed cooperatively with the student and other meeting participants. Issues to be addressed at the school-family conference should include, but not be limited to:

- appropriateness of the student's educational environment;
- possible elements of the school environment that inhibit student success;
- student's current academic level and needs;
- social, emotional, physical, mental and behavioral health issues;
- issues concerning family and home environment and
- other issues affecting the student's attendance.

This school-family conference also provides an opportunity to ensure that both the student and the family clearly understand the legal ramifications of not adhering to the state's compulsory attendance requirements. This methodology promotes full understanding and appreciation of the root causes of truancy as well as the resultant personal and societal impacts when truant behavior is not adequately addressed. The TEP will include, but not be limited to, the following components as appropriate:

- identification and provision of appropriate academic supports by the school and/or community organization(s);
- identification and provision of appropriate social, emotional, physical, mental and behavioral health support from the school and/or community organization(s);
- identification of the school environment issues that affect the student's success and solutions to address these issues;
- explanation of the student's strengths and responsibilities related to the TEP;
- explanation of the family's strengths and responsibilities related to the TEP;
- clarification of method(s) used for monitoring the effectiveness of the TEP;
- explanation of the consequences for each stakeholder if the TEP is not fully implemented;
- explanation of the consequences for each stakeholder if the TEP is not fully implemented;
- discussion of the benefits for successfully implementing the TEP and
- follow up and report the outcome of the TEP.

## Testing Attendance Policy

Iowa Virtual Academy, an Iowa public school, must follow the laws set by the Iowa Department of Education. According to the Department of Education, all students in grades 3 through 11 are **required** to participate in state testing. Being a part of the Iowa Virtual Academy means that some travel will be required for testing. Travel includes going to and from testing locations. ***Students are subject to unexcused absences and may be withdrawn from Iowa Virtual Academy's active rolls if they do not participate in testing. Parents are responsible to arrange travel to and from testing sites.***

If a student does not attend the required days of testing the teacher must mark this as an unexcused absence for each day missed. If a student is ill and not able to attend the first day of testing, he/she should attempt to attend the remaining days of their scheduled site. After two missed days the student should reschedule for another testing site. If a student misses three days a doctor's note must be provided to substantiate the absences.

If a student has not submitted a valid excuse, each subsequent day that a student does not attend testing will be marked as an unexcused absence. After three cumulative unexcused absences a student is considered truant.

## Testing Requirements

- All public school students enrolled in grades 3 through 11 must participate in reading, language and writing, and math. Students in grades 5, 8, and 10 must participate in science.
- All public school students in grades K-6 must participate in a state-approved Diagnostic Reading Assessment (FAST.)
- At least one additional assessment with comparison data with other students across the state and in the nation is required for reading, math or science. This additional assessment is sometime referred to as a "multiple measure" and may be given at any grade level.
- English language learners (ELL) are additionally assessed to determine eligibility for services in learning the English language.
- Students with disabilities participate in district-wide assessment as indicated on the IEP.

## Standardized Testing and Other District-Wide Assessments

All Iowa students will be required to participate in required state testing. All public school students enrolled in grades 3-11 are required to participate in the annual Iowa Assessments which are held in the spring.

All public school students enrolled in the IAVA must participate in an additional assessment required by the state testing program and school district. Students in grades K-12 will participate in the Star 360 assessment plan. These assessments are given at the Beginning, Middle and End of year with 2 interims. Our main goal is to show growth from the beginning of year to end of year.

***Students identified as English Language Learners (ELL)*** are additionally assessed using the English Language Proficiency Assessment for the 21<sup>st</sup> century (ELPA21). Students with disabilities participate in district-wide assessment as indicated on the IEP. Students with disabilities may be assessed using the Iowa Alternate Assessment according to the student's Individual Education Plan (IEP).

All state and district required tests are administered by certified teachers or administrators. Iowa Assessment tests are administered in compliance with the district's Accountability Test Integrity/Test Preparation Policy and subject to the Code of Ethics of the Iowa Educational Examiners as found at 282-Iowa Administrative Code chapter 25.

Iowa Assessment testing will be conducted at a variety of sites around the state. Efforts will be made to locate a testing site within an hour of your home. In certain cases it may be necessary to travel longer than an hour. These tests are given over a multi-day period depending on a student's grade level.

Specific testing dates and locations will be published no later than two weeks prior to the testing window. The school cannot guarantee that the student's assigned teacher will be the test proctor. The school does attempt to assign teachers to testing sites where many of their students will be participating.

## Attendance FAQs

**Q:** When can I log attendance?

**A:** You are able to log attendance from your first day of school until the last day of school

**Q:** Where do I need to log my child's attendance and how often?

**A:** Student attendance hours are logged in the attendance screen on the parent's OLS and **must be entered daily**.

**Q:** Why should I log attendance?

**A:** In addition to meeting the legal attendance requirements for Iowa Virtual Academy and the Iowa School Code, logging attendance provides you and your child with a log of the work accomplished.

**Q:** What are supplemental hours?

**A:** Provided that the child first completes the K12 coursework, attendance time may be logged if the child engaged in activities related to the course objectives. Contact your teacher before entering supplemental attendance time to ensure the additional activity you wish to include satisfies course objectives.

**Q:** What should I do if I forgot to log my child's supplemental hours?

**A:** You can go back to add hours after initially entering attendance. If you have already entered hours for the specified day and clicked the "submit" button, your teacher must add the hours for you. Contact your teacher for assistance in entering your supplemental hours.

**Q:** How many hours should my child log if he or she enrolled after the start of school?

**A:** Hours are prorated based on a student's start date. Students who start after the first day of school should follow the daily or weekly attendance guidelines outlined in the Instructional Time section of this handbook.

## Confidentiality

Every effort is made to maintain the confidentiality of students who attend Iowa Virtual Academy. Parent permission is required for a student's name or picture to be displayed in a public manner. Confidential student information is encrypted before being transferred over the Internet. The encrypted information can only be decrypted by another party authorized by Iowa Virtual Academy. Student files are accessible only to authorized employees of Iowa Virtual Academy who have an interest in the education of its students. Adults and students should not share their K12 Online School (OLS) username and password with any unauthorized individuals.

Whenever a parent or teacher believes the security of the OLS has been compromised, the parent can use the tools provided in the OLS to change usernames and passwords. Parents are advised to avoid using personal information in e-mails. Using the child's first initial rather than full name is preferred.

## Health Policy

All students must comply with the requirements of the State Immunization Code (Iowa Code, Chapter 139a.8(6) and Iowa Administrative Code, 641-7.7(139). The only exemptions to the school laws for immunizations are for medical reasons or religious beliefs. Medical Exemptions must be submitted in writing and must be signed by the child's physician. Religious exemptions must be submitted in writing and must be signed by a parent/guardian. Immunization records must be delivered to the school prior to acceptance for enrollment.

Iowa law also requires that students entering kindergarten and ninth grade have a dental screening. A screening for kindergarten may be performed by a licensed dentist, dental hygienist, physician, nurse, advanced registered nurse practitioner, or physician assistant. A screening for kindergarten is valid from age three years to four months after the enrollment date. A screening for ninth grade may be performed by a licensed dentist or dental hygienist only. A screening for ninth grade is valid from one year prior to enrollment to four months after the enrollment date. Screenings performed by out-of state providers are allowed. The Iowa Department of Public Health Certificate of Dental Screening is the only acceptable form. For further information on school dental screenings, please refer to: <https://idph.iowa.gov/ohds/oral-health-center/school-screenings>.

The State of Iowa requires that each Kindergarten and third grade student have evidence of a valid vision screening performed no earlier than one year prior to enrollment and no more than six months after the date of the child's enrollment. For further information on the Iowa Child Vision Screening Program and the proper certificate of vision screening, please refer to: <https://idph.iowa.gov/family-health/child-health/vision-screening>.

The Iowa Department of Public Health requires all children entering kindergarten to have at least one lead test. For further information on the Mandatory Blood Lead Testing Program, please refer to: <https://idph.iowa.gov/Environmental-Health-Services/Childhood-Lead-Poisoning-Prevention/Mandatory-Blood-Lead-Testing>.

Parents or guardians must provide evidence to the school of their child having each of these tests/screenings done. Parents should request their child's health records from the previous school prior to starting school at the Iowa Virtual Academy. Please contact the Iowa Virtual Academy office with any questions regarding health requirements. ***For further information on the Iowa State requirements, please refer to: <https://www.educateiowa.gov/student-health-requirements>***

## Physical Education

Iowa Virtual Academy recognizes the important role of Physical Education in the education of our students. The Iowa Healthy Kids Act requires all physically able students in Kindergarten through 5<sup>th</sup> grade to participate in a minimum of **30 minutes of physical activity each day**. All physically able students in **grades 6 through 12 are required to engage in physical activity for a minimum of 120 minutes per week**.

Parents/guardians are an integral member of the student's educational team. The in-home nature of the "cyber-school model" requires parents to assume the primary responsibility for the implementation of physical education activities. Teachers will provide the learning coach with resources and information concerning the Physical Education and the Healthy Kids Act. Students and learning coach can complete a log of hours and activities to match the physical education hours required including the Healthy Kids Act and submit it to the teacher for verification. Physical Education forms are available for third party completion. Students should receive an average of 30 minutes per day (grades K-5) or 120 minutes per week (grades 6-12) of physical education. Physical Education requirements for Special Education students should be aligned in conjunction with the prescription outlined in the child's IEP.

## Academic Pacing

Within the Iowa Virtual Academy program, every child progresses through the curriculum at his or her own pace. Decisions to advance in a course level are made jointly by the parent and teacher at any time of the year. Advancement of a student from one course level to the next requires the approval of the Iowa Virtual Academy administration. Every lesson is presented independently to each child at his or her own ability level. Students are required to master the course objectives before advancing to the next course level. This approach results in a solid foundation of core knowledge essential for success in the next subject level. Although the program is self-paced and individualized, students are required to progress and to achieve one grade level per school year as specified by state law.

## Change of Home Address

In the event you change addresses after initial enrollment, please send an E-mail to Steven Hoff verifying the updated address. Be sure to include the names of all children associated with your household. You are to include in your e-mail:

- previous address and new address (Required)
- new district if applicable
- new phone if applicable
- effective date of address change (Required)

In addition to the e-mail, you are required to submit the following documents to our office within 10 days of receipt of this letter. Please be advised, the documents are state mandated for all enrolled students. Failure to submit the documents will cause your child to be out of compliance with state requirements.

### **Change of Data Form (complete and sign the form and submit one per child).**

**Proof of Residence** (please see below for acceptable documentation of residency).

Submit ONE of the following:

- valid driver's license
- valid non-driver's license
- current utility bill (gas, water, electric, sewage, cable and land line phone)
- current mortgage statement
- current residency card
- deed, vehicle registration
- property tax bill
- current credit card bill

***Mailing/faxing information on next page:***

Iowa Virtual Academy  
Attn: Registrar  
306 South First Street  
P.O. Box 249  
Guttenberg, IA 52052

***Or Fax the documents to our main office at: 563-748-1020***

## **Withdrawing From Iowa Virtual Academy**

Parents wishing to withdraw their children from the Iowa Virtual Academy must contact their teacher and complete a withdrawal form in order to fully process the withdrawal. The teacher will notify school officials of their decision. The Director of Operations or designee will confirm withdrawal date once the form has been received and 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.

## **Supplemental Activities**

Parents seek to provide a fuller education for their child by enriching their child's curriculum with extra activities and family trips. These activities may be logged into the student's daily schedule and counted toward his or her mandatory hours of instruction if the activity directly relates to lesson objectives. It is necessary that the learning coach first discuss their supplemental activities with their students' assigned Iowa Virtual Academy teachers. This discussion must be before notifying the teachers of the hours that will be logged. This ensures that the supplemental activities are recorded in the appropriate area(s) of the curriculum.

## **Use of School Property**

Iowa Virtual Academy provides materials, computer, printer, books and other curricular supplies. All provided materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted. Unauthorized copying of those materials is a copyright infringement. Materials cannot be sold or transferred. Materials are to be used solely by the student in his or her studies while enrolled in the school. Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

## Objectionable Content Policy

There may be times a parent considers certain lessons, books or materials objectionable for various reasons. The following process is used if a parent finds material objectionable; he or she should contact his or her Iowa Virtual Academy teacher via e-mail. Teachers will work with parents 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.

## Student Records

The board recognizes the importance of maintaining student records and preserving their confidentiality. Student records containing personally identifiable information shall be kept confidential at collection, storage, disclosure and destruction stages. The board secretary is the custodian of student records. Student records may be maintained in the central administration office or administrative office of the student's attendance center.

Parents and eligible students shall have access to the student's records during the regular business hours of the school district. An eligible student is a student who has reached eighteen years of age or is attending an institution of post-secondary education at the post high school level. Parents of an eligible student shall be provided access to the student records only with the written permission of the eligible student unless the eligible student is defined as a dependent by the Internal Revenue Code. In that case, the parents may be provided access without the written permission of the student. A representative of the parents or eligible student, who has received written permission from the parents or eligible student, may inspect and review a special education student's records. Parents, other than parents of an eligible student, may be denied access to a student's records if the school district has a court order stating such or when the district has been advised under the appropriate laws that the parents may not access the student records.

A student record may contain information on more than one student. Parents shall have the right to access the information relating to their student or to be informed of the information. Eligible students shall also have the right to access the information relating to themselves or be informed of the information.

Parents and eligible students shall have a right to access the student's records upon request without unnecessary delay and in no instance more than forty-five days after the request is made. Parents, an eligible student or an authorized representative of the parents shall have the right to access the student's records prior to an Individualized Education Program (IEP) meeting or hearing.

Copies of student records will be provided if failure to do so would effectively prevent the parents or student from exercising the right to access the student records. Fees for copies of the records shall be waived if it would prevent the parents or student from accessing the records. A fee may not be charged to search or retrieve information from student records.

Upon the request of parents or an eligible student, the school district shall provide an explanation and interpretation of the student records and a list of the types and locations of education records collected, maintained or used by the school district.

If the parents or an eligible student believes the information in the student records is inaccurate, misleading or violates the privacy or other rights of the student, the parents or an eligible student may request that the school district amend the student records. The school district will decide whether to amend the student records within a reasonable time after receipt of the request. If the school district determines an amendment shall be made to the student record, the school district shall make the amendment and inform the parents or the eligible student of the decision in writing.

If the school district determines that amendment of the student's record is not appropriate, it shall inform the parents or the eligible student of their right to a hearing before the hearing officer provided by the school district. If the parents' and the eligible student's request to amend the student record is further denied following the hearing, the parents or the eligible student shall be informed that they have a right to place an explanatory letter in the student record commenting on the school district's decision and setting forth the reasoning for disagreeing with the school district. Additions to the student's records shall become a part of the student record and be maintained like other student records. If the school district discloses the student records, the explanation by the parents shall also be disclosed.

Student records may be disclosed in limited circumstances without parental or eligible student's written permission. This disclosure is made on the condition that the student record will not be disclosed to a third party without the written permission of the parents or the eligible student. This disclosure may be made to the following individuals or under the following circumstances:

- \* to school officials within the school district and AEA special education personnel whom the superintendent has determined to have a legitimate educational interest, including, but not limited to, board members, employees, school attorney, auditor, health professionals, and individuals serving on official school committees;
- \* to officials of another school district in which the student wishes to enroll, provided the other school district notifies the parents the student records are being sent and the parents have an opportunity to receive a copy of the records and challenge the contents

of the records unless the annual notification includes a provision that records will automatically be transferred to new school districts;

\*to the U.S. Comptroller General, the U.S. Secretary of Education or state and local educational authorities;

\*in connection with financial aid for which the student has applied or which the student has received if the information is necessary to receive the financial aid;

\*to organizations conducting educational studies and the study does not release personally identifiable information;

to accrediting organizations;

\* to parents of a dependent student as defined in the Internal Revenue Code;

\* to comply with a court order or judicially issued subpoena;

\* consistent with an interagency agreement between the school district and juvenile justice agencies;

\* in connection with a health or safety emergency, or,

\* as directory information.

The superintendent shall keep a list of the individuals and their positions who are authorized to view a special education student's records without the permission of the parents or the eligible student. Individuals not listed are not allowed access without parental or an eligible student's written permission. This list must be current and available for public inspection and updated as changes occur.

The superintendent shall also keep a list of individuals, agencies and organizations which have requested or obtained access to a student's records, the date access was given and their legitimate educational interest or purpose for which they were authorized to view the records. This list for a student record may be accessed by the parents, the eligible student and the custodian of student records.

Permanent student records, including a student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. Permanent student records will be kept in a fire-safe vault.

When personally identifiable information, other than permanent student records, no longer needs to be maintained by the school district to provide educational services to a special education student, the parents or eligible student shall be notified. If the parents or eligible student request that the special education records be destroyed, the school district will destroy the records. Prior to the destruction of the records, the school district must inform the parents or eligible student of the reasons for which they may want the records maintained. In the absence of parents or an eligible student's request to destroy the records, the school district must maintain the records for at least five years.

The school district will cooperate with the juvenile justice system in sharing information contained in permanent student records regarding students who have become involved with the juvenile justice system. The school district will enter into an interagency agreement with the juvenile system agencies (agencies) involved.

The purpose of the agreement shall be to allow for the sharing of information prior to a student's adjudication in order to promote and collaborate between the school district and the agencies to improve school safety, reduce alcohol and illegal drug use, reduce truancy, reduce in-school and out-of-school suspensions, and to support alternatives to in-school and out-of-school suspensions and expulsions which provide structured and well supervised educational programs supplemented by coordinated and appropriate services designed to correct behaviors that lead to truancy, suspension, and expulsions and to support students in successfully completing their education.

The school district may share any information with the agencies contained in a student's permanent record which is directly related to the juvenile justice system's ability to effectively serve the student. Prior to adjudication information contained in the permanent record may be disclosed by the school district to the parties without parental consent or court order. Information contained in a student's permanent record may be disclosed by the school district to the agencies after adjudication only with parental consent or a court order. Information shared pursuant to the agreement shall be used solely for determining the programs and services appropriate to the needs of the student or student's family or coordinating the delivery of programs and services to the student or student's family. Information shared under the agreement is not admissible in any court proceedings which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian.

Confidential information shared between the school district and the agencies shall remain confidential and shall not be shared with any other person, unless otherwise provided by law. Information shared under the agreement is not admissible in any court proceedings which take place prior to a disposition hearing, unless written consent is obtained from a

student's parent, guardian, or legal or actual custodian. The school district may discontinue information sharing with an agency if the school district determines that the agency has violated the intent or letter of the agreement.

Agencies will contact the principal of the attendance center where the student is currently or was enrolled. The principal will then forward copies of the records within 10 business days of the request.

The school district will provide training or instruction to employees with parents' and eligible students' rights under this policy. Employees shall also be informed about the procedures for carrying out this policy.

It shall be the responsibility of the superintendent to annually notify parents and eligible students of their right to inspect and review the student's records. The notice shall be given in a parents' or eligible student's native language.

## Transfer of Rights

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." ***To request to have your rights transferred, please contact IAVA Head of School, Steven Hoff @ 563 748 1017 Ext. 3000***

## Internet Service Provider (ISP) Reimbursement Program

Families at Iowa Virtual Academy who qualify for free and reduced lunch and make a written request to the school will receive ISP reimbursement checks twice per year at the rate of \$12.00 per month (per family) for the school year. Disbursements will be made in January and June. Receipts must be submitted monthly to IAVA HOS Steven Hoff: [shoff@k12.com](mailto:shoff@k12.com) to receive a reimbursement.

Families must participate in the Online School, as well as have compliant attendance as described in the Iowa Virtual Academy Handbook, in order to qualify for ISP reimbursement. Additionally, there must be current proof of residence for each student enrolled. Families are eligible for ISP reimbursement for the month in which they enroll. Please be aware that if an ISP check is lost, Iowa Virtual Academy does not automatically reissue a check to that family. If a check is lost, parents must contact the school office within 60 days, or a replacement may not be issued.

## School Supplies

Iowa Virtual Academy provides most curriculum items needed to participate in school. There are times when household and consumable items are needed to complete a lesson. Be sure to use the Advanced Planning feature through the Online School to assist with upcoming lessons requiring certain materials. A suggested school supply list is provided by the teacher at the beginning of the school year. Additionally, some elective High School courses may have specific hard/software requirements. Refer to the *High School Course Catalog* for details and planning.

## Printer Ink Usage Guidelines

Printer ink is expected to be used sparingly and only for school needs. We encourage families to use the student pages instead of printing. Iowa Virtual Academy does not provide printer ink cartridges or refills. Refills are the responsibility of the family. In order to conserve ink, it is recommended that your printer is set to always print in fast draft mode. To set for fast draft mode:

- Go to your *Start* menu
- Go to *Printers and Faxes*
- Right click on your *printer name*
- Scroll down to *Properties*
- Click on the *Advanced* tab
- Click on *Printing Defaults*
- In the drop-down menu under *Print Quality*, choose *Fast Draft*
- Click *Apply*, then click *OK*

## Family Education Rights and Privacy Act (FERPA)

Iowa Virtual Academy maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the district's student information management system, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents. Records can be maintained electronically, on paper, microfiche, audio and videotape. Records can be located in the central administrative offices of the Iowa Virtual Academy, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

Records are maintained as long as they remain educationally relevant. The purposes of collecting and maintaining records are to:

- ensure that the child receives programs and services consistent with his or her IEP;
- monitor the ongoing effectiveness of programming for the child;
- document for the public school and the parents that the student is making meaningful progress;
- satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation, and fiscal and program audits; and
- inform future programming for and evaluations of the child. When educational records, other than those which must be maintained, are no longer educationally relevant, the public school must notify the parents in writing and may destroy the records or, at the request of the parents, must destroy them. Public schools are not required to destroy records that are no longer educationally relevant unless the parents request so in writing.

When educational records, other than those required, are no longer educationally relevant, the public school shall notify parents in writing and may destroy records or, at the request of the parents, may destroy said records. Public schools are not required to destroy records that are no longer educationally relevant unless the parents request so in writing.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day IAVA receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal or head of school a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask IAVA to amend their child's or their education record should write the school principal or head of school clearly identifying the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Iowa Virtual Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom Iowa Virtual Academy has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent 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, Iowa Virtual Academy discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

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 Avenue, SW  
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

## Iowa Virtual Academy

### Family Educational Rights and Privacy Act (FERPA)

### Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that the Iowa Virtual Academy (IVA), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, IVA may disclose appropriately designated "directory information" without written consent, unless you have advised IVA to the contrary in accordance with IVA procedures. The primary purpose of directory information is to allow the IVA to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want IVA to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the IVA in writing within ten (10) calendar days following notice of these rights to students. IVA has designated the following information as directory information:

- **Student's name**
- **Address**
- **Telephone listing**

- Electronic mail address
- Photograph and other likeness
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

## Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. **See: [Iowa Virtual Academy Notification of Rights Under the PPRA.](#)**

## Advanced Learners Program

The Advanced Learners Program (ALP) is a supplemental enrichment program for K-8 students who are one or more grade levels ahead of their age appropriate grade level in a core subject, have been identified as gifted through a previous program, and/or are recommended to the program by their teacher or parents. Students in the ALP are supported with accelerated course planning, topic enrichment, and other activities and instructional strategies. Participants in the ALP are expected to maintain adequate progress and achievement. If you feel that your child would benefit from the program, contact your teacher for more information.

## At-Risk Program

Iowa Virtual Academy supports the academic achievement of all students, particularly those most at risk. The school has a strong commitment to the federally mandated goals of the Every Student Succeeds Act (ESSA). It is a priority to build strong parent/teacher/student relationships and address the specific needs of individual students.

The At-Risk Program at Iowa Virtual Academy uses an early intervention process to identify and to serve struggling students. This process includes parents, teachers, and administrators. It uses a multi-tier model of service delivery, problem-solving methods to make decisions, and research-based, scientifically validated interventions/instruction. If a teacher identifies an area of weakness for any student and prescribes intervention strategies and activities supplementing daily curriculum, it is expected that the student would follow the prescribed plan which could include mandatory Blackboard/Newrow sessions. Attendance is expected, and student participation required. Additional assignments may be requested, but if a student does not participate, he or she will be subjected to the attendance policy.

## Counseling Opportunities

Iowa Virtual Academy will provide all students with a developmentally appropriate comprehensive school counseling program. The school counseling program guides students through a systematic approach to developing the academic, personal/social and career skills of each student. Iowa Virtual Academy will use a combination of curriculum, web-based tools, and strategies that have demonstrated success. The school counseling program is a key piece of school's mission to make all students college and career ready as they prepare for the complex demands of the 21st century.

Iowa Virtual Academy will offer the following components to support our comprehensive school counseling program:

- career assessment, exploration, and skills development
- individual and group counseling services for all students on personal/social issues
- study skills as determined by needs assessment
- developmental guidance curriculum to promote the academic success and personal growth of every student
- parent outreach, education and support services, facilitating community resources and referral programs
- individualized academic advisement and graduation planning, ensuring all students graduation on time with the most rigorous course selection,
- college and postsecondary education counseling and web tools that guide students through the preparation, selection, application, and admissions processes

## Special Education Services

Iowa Virtual Academy's Special Education program meets the individual needs of students by using specially-designed instruction with a standards-based curriculum in the virtual environment. Frequent assessment of student progress is necessary. We deliver special education programming and related services to Iowa Virtual Academy students at no cost to the parent or guardian. Students with disabilities needing special education must receive a free appropriate public education (FAPE). These services conform to the student's Individual Education Program (IEP).

IAVA follows Keystone Area Education Agency policies and procedures.

### **Keystone AEA Forms and Manuals**

## IDEA

The 2007 Amendments to the Individuals with Disabilities Education Act (IDEA) mandate that every school district in the country develop a system to identify children (from birth through age 21), with disabilities, who live in that specific district. Iowa Virtual Academy will make a concerted effort to identify, to locate and to evaluate children through 21 years of age who enroll in Iowa Virtual Academy and have a confirmed or suspected disability, in accordance with all federal regulations and state standards. In addition, it shall be the policy of Iowa Virtual Academy that children with disabilities, as well as their parents/guardians, shall be provided with safeguards as required by law, throughout the identification, evaluation, and placement process and to provide these children with a free, appropriate, public education.

## Special Education Screening

Iowa Virtual Academy screens and evaluates children to determine eligibility for special education and related services. We undertake screening activities before referring most children for a multidisciplinary team evaluation. Screening activities consist of the following:

- on-going analysis of the child's response to instruction and performance on statewide and district-wide assessments
- periodic vision and hearing assessments by the school nurse and review of the results of physical examinations by school or private physicians as mandated by the Iowa Public School Code
- baseline assessment and analysis of the child's response to individualized academic or behavioral intervention over an extended period. Such intervention-based screening

occurs when requested by the child's teacher, parents, or other concerned school personnel.

For information about the dates of various screening activities by Iowa Virtual Academy, please contact the school directly. Parents of preschool-age children (three through five) may obtain information about screening activities or may request a screening of their children by calling or writing their local School District, Early Intervention Services.

## Multi-Tiered System of Supports (MTSS) also known as Response to Intervention (RtI)

Multi-Tiered System of Supports (MTSS) in Iowa is an **every-education** decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students in general education. The key components of an MTSS framework are:

- Evidence-based curriculum and instruction shall be provided at the Universal level
- Universal screening shall be used three times per year
- Evidence-based instructional interventions at the Targeted and Intensive levels shall be provided to each student who needs them
- Progress monitoring data shall be collected and used to guide instruction
- Data-based decision making

Implementation of the Iowa MTSS framework should use the continuous school improvement process of (a) defining the problem, (b) diagnosing the problem, (c) developing a plan, (d) implementing the plan, and (e) evaluating the results of plan implementation.

To access supports and services, please contact our MTSS/RTI Coordinator:  
Steve Hoff, HOS @ 563 748 1017 Ext. 3000. [shoff@k12.com](mailto:shoff@k12.com)

## Services by Disability

Special Education services are collaborative teamwork among the parent, teachers, and therapists to provide a systematic problem-solving approach for a quality education to each student. All members of the Iowa Virtual Academy school community believe that varied instructional practices and learning environments benefit all children.

Services by disability area are as follows:

- Autism Spectrum Disorder Visual Impairment
- Hearing Impairment
- Cognitive Impairment
- Severe Multiple Impairments
- Traumatic Brain Injury
- Emotional Impairment
- Physical Impairment
- Early Childhood Development Delays
- Specific Learning Disability
- Speech and Language Impairment
- Deaf-Blindness
- Other Health Impairments

## Commitment to Serve Students

Iowa Virtual Academy is committed to the full implementation of NCLB, amended recently by ESSA, and IDEA. When students with special education needs are given the support necessary for success as outlined by their IEP, we believe they can achieve at the same high standards that are required for all students enrolled in our school. Therefore, we will ensure that our enrolled students with special education needs will have full access to those curricular offerings aligned to Iowa Core Curriculum.

To access supports and services, please contact our Special Education Coordinator:  
Ami Kercheval, Special Programs Coordinator @ 563 748 1017 Ext. 3152.  
[akercheval@k12.com](mailto:akercheval@k12.com)

## 504 Service Plan

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in, or access to, an aspect of the school program.

To access supports and services, please contact:

Ami Kercheval, IAVA Special Programs Coordinator/504 Coordinator @ 563-748-1017 Ext. 3152. [akercheval@k12.com](mailto:akercheval@k12.com)

## English Language Learners (ELL)

IAVA uses two identifiers for English Language Learners:

1. The Question/Answer Report parents/guardians complete upon enrollment to identify students who may have received ELL supports at their previous school of enrollment.
2. The Home Language Survey (HLS) compliance document to identify students who have marked something other than English on the language questions.

If a student is identified on either of the above indicators as having another language identified, the District ELL Coordinator is notified, and the previous year's IELPA 21 scores will be requested. Once the scores have been received, they will be reviewed by the school to determine if the student will require services.

If the student does not score a (6) on the IELPA 21 assessment, then services must be offered. If the student requires services then a meeting with the HOS, family, and district coordinator is set to discuss the student's needs. The family may refuse services at the time of the first meeting, however will still be required to take the annual ELL state assessment. A student must score a (6) on the IELPA 21 and be proficient on the Iowa Assessments in Reading and Mathematics to be exited from the ELL program.

For further information on language instruction for English learners, please refer to: <https://educateiowa.gov/pk-12/learner-supports/english-learners-el>

***To access supports and services, please notify IAVA contact:***

Steve Hoff, HOS @ 563 748 1017 Ext. 3000 [shoff@k12.com](mailto:shoff@k12.com)

Or, District ELL Coordinator:

Nicole DeGidio, Clayton Ridge Community School District @ 563-252-2341.  
[ndegidio@claytonridge.k12.ia.us](mailto:ndegidio@claytonridge.k12.ia.us)

## Request for Parent/Guardian Interpreter Services or Disability Accommodations

Professional interpreter services may be requested at any time for parents/guardians of students by contacting IAVA HOS Steve Hoff at 563-748-1017, Ext. 3000. [shoff@k12.com](mailto:shoff@k12.com)

Additionally, if any parent/guardian has a disability or other limitation that would impact their ability to participate fully in their child's educational planning process, IAVA would be happy to discuss accommodations that may be available in order to maximize the parent/guardian's participation. Individuals seeking to discuss accommodations for this reason may contact IAVA HOS Steve Hoff at 563-748-1017, Ext. 3000. [shoff@k12.com](mailto:shoff@k12.com)

## Homelessness (McKinney-Vento)

Under the federal McKinney-Vento Act, students who lack a fixed, regular and adequate nighttime residence may qualify for certain rights and protections. The Iowa Virtual Academy has a defined process to remove all barriers for enrolling homeless students. All IAVA staff receive training on referring and working with student/families who may qualify for benefits from the McKinney-Vento Act.

If your family lives in any of the following situations:

- In a shelter
- In a motel or campground due to the lack of an alternative adequate accommodation
- In a car, park, abandoned building, or bus or train station
- Doubled up with other people due to loss of housing or economic hardship

Your school-age children may qualify for certain rights and protections under federal McKinney-Vento Act. Your eligible children have the right to:

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (The school they attended when permanently housed or the school in which they were last enrolled), if that is your preference.
- If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from the school of origin, if you request this.

- Receive educational services comparable to those provided to other students, according to your children’s needs.

***If you believe your children may be eligible, or for more information about eligibility and to access supports and services, please contact our Homeless Liaison:***

Luci Wulfekuhle, IAVA School Counselor @ 563-748-1017 Ext. 3075 [lwulfekuhle@k12.com](mailto:lwulfekuhle@k12.com)

## Foster Care

In 2016, the Every Student Succeeds Act amended the McKinney-Vento Homeless Act to remove “awaiting foster care placement” from the definition of “homeless children and youths” and created new provisions for supporting children/youth in foster care. Children in foster care qualify for certain rights and protections that support school stability.

For further information on the education of children in foster care, please refer to:

<https://educateiowa.gov/education-children-foster-care>

If you are a foster care family and are currently in the care of a foster student and would like to access supports and services, please contact our Foster Care Liaison:

Amanda Brezina, Academic Administrator @ 563-748-1017 Ext. 3009. [abrezina@k12.com](mailto:abrezina@k12.com)

## Academic Advancement (Grades K-8)

It is important to understand that the decision to advance a student to the next course or grade level is made jointly by the parent and teacher. The decision focuses on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of the Iowa Virtual Academy and the K12 curriculum. Iowa Virtual Academy understands children do not learn at the same rate or in the same manner. The program offers families flexibility in scheduling and instructional strategies. Iowa Virtual Academy focuses on mastery of lesson objectives, encouraging families and students to spend the time needed daily and throughout the year to reach mastery of most lesson objectives.

Iowa Virtual Academy allows students to advance to the next course level at any time of the year up to April 30, 2020. Parents and teachers evaluate every student’s course level and grade level prior to the conclusion of the current school year. This evaluation does not affect course level changes, which can be made at any time up to April 30, 2020. Together, the Iowa Virtual Academy teacher and parent arrive at a decision on the advancement of the student. Advancement of a student from one course level to the next requires the approval of the Iowa Virtual Academy administration. Sufficient progress in all courses is expected before course level advancement in one area may be considered.

## Program (Grades K-5)

Iowa Virtual Academy elementary teachers will maintain contact with students via telephone conferences, Class Connect online lessons, face-to-face conferences, Iowa Virtual Academy gatherings, and during standardized testing participation. Through these contacts the teacher will develop clear instructional learning goals for each student and monitor progress towards these goals throughout the school year.

As expected, students identified as “at-risk” will hold a higher priority of contact as determined by the teacher and the parent. Students with IEP’s will also require more interaction. The regular and special education teachers will work in cooperation to ensure the increased interaction.

## K-8 Promotion and Retention

Throughout the 2019-2020 school year, Iowa grade level standards will be measured for all Iowa Virtual Academy students in grade K-8. At the end of each quarter, a snapshot will be created for each student that outlines actual course progress and expected progress for that point in the school year. Learning goals will also be defined from student-teacher interaction along with results from local assessments, integral programs such as Stride, work submissions, and K12 Online School. The learning goals will be monitored for the entire school year. At the end of the 2nd and 4th quarter, a more detailed report will be sent including an update on proficiency in grade level standards.

Students will be promoted to the next grade level at the end of each school year based on the student’s achievement, age, maturity, emotional stability, and social adjustment.

The retention of a student will be determined based upon the judgment of the licensed employee and the principal.

**For more information on Iowa state standards please go to:** <https://iowacore.gov/iowa-core>

It is imperative that all students attend each scheduled individual teacher conference, participate in all local assessments – either face-to-face and/or blackboard/Newrow, and attend testing (if applicable). As their progress is monitored, students may be asked to attend supplemental tutoring sessions for additional instructional support. These are integral tools for gathering information about individual strengths and weaknesses and monitoring ongoing progress to ensure student success. These measures also help in determining mastery levels, which will be reported on the student’s progress reports. Promotion or retention for the next grade level will be determined as the cumulative results of the student’s progress and achievement for the school year are analyzed at the end of the academic year.

Iowa Virtual Academy's goal is not to make all children alike, but to foster individual strengths and help each child develop to his or her fullest potential. Please note, if your child is receiving special education services, the learning goals that have been created and recorded on the student's IEP for him/her will supersede this list of grade level standards; however, assessment on grade level standards may still occur.

## Online School (OLS) Progress

The K12 curriculum is outstanding and helps students master state standards. Therefore, it is always recommended that students master all core lessons on the Online School. The goal will be 100% progress unless otherwise determined by the teacher.

Teachers will provide a list of assignments from the Online School that should be submitted directly to the teacher. This work will allow the teacher to give detailed feedback. It is important that students master and retain their work and not just work through assignments. If at any time it becomes clear that a student has not mastered work that is marked complete, the lessons may need to be completed again. In addition, students should have their own student account and should not have access to teacher guides or answer keys.

If a student's work ever shows evidence of intentional or unintentional academic dishonesty, the student's lessons will be marked incomplete and the student must complete the work again. Any future instance of academic dishonesty will result in disciplinary action. Teachers will also meet with students individually in Blackboard/Newrow or by phone to assess mastery of content.

Communication with the student's teachers is another key to our unique partnership. Students who ask for assistance from their teachers have shown greater success in this type of virtual model. To assure that students are meeting mastery, each student and parent must be available to attend weekly and bi-weekly conferences set up by the teacher, as well as weekly homeroom meetings, and Classroom Connect sessions. Students need to attend and to interact with their teachers and other students during these sessions. Experience has taught us that students who become actively engaged with their teachers and other students achieve at a higher level.

## The Middle/High School Program (Grades 6-12)

This section of the handbook is designed to help you to build and maintain your relationship with the Iowa Virtual Academy's High School program. Iowa Virtual Academy is a public school. The High School Program is unique in that it is a combination of virtual and face-to-face activities. One of the key success factors of the High School Program is developing relationships between the school and the students' support network. A critical component of this relationship is trust, which comes through the sharing of critical information, meaningful and regular communications, the setting of clear expectations and living up to our mutual commitments.

### Summary of Middle/High School Model

K12 Inc. utilizes their *Online High School Platform* (D2L) to provide the online school campus and courses. The school campus site features school announcements, messages from the administration, access to important documents, club and organization information, guidance counseling resources, and courses- all combined into one interactive and easy to use interface. The student calendar which shows assignments and due dates for all courses in one easy to use tool, helps students to stay on focus in every course. Courses provide dedicated tools, like a teacher syllabus and announcements, a *Raise Your Hand* area to ask course-related questions for their teachers, easy to use online assessments, and an electronic drop-box for assignment submission. These all work together to provide a rich course experience for students.

Courses are delivered by semester. Year-long courses are comprised of two semesters. Courses consist of multiple units, lessons, and activities. Teachers may deliver lectures live or online, but most of the time students work through expertly designed lessons online which allows students to follow their own personal daily schedules. They serve to instruct, to provide practice and exploration and to assess student learning daily, based on a minimum pace and schedule that fits each student. Teachers post announcements and indicate the lessons, activities and assessments to be completed each week on the course calendar. All work assigned for a single week must be received on the dates indicated but may be accepted up until midnight of the Sunday of that week without penalty.

The Iowa Virtual Academy's High School program is primarily asynchronous – students work according to their own individual daily schedules. Teachers provide asynchronous and synchronous – live support. Course activities may include:

- reading online text and transcripts
- viewing moving and static images and streaming video
- listening to audio recordings and pronunciations
- linear and interactive animations and simulations

- hands-on and virtual activities
- threaded discussions with teachers and fellow students in a section, cohort or group
- teacher announcements
- online self-check exercises
- teacher-created instructional materials

Student learning will continue to benefit from close relationships among parents, students, Advisors, teachers, and other support personnel. For students to achieve mastery of high school level courses, the instructional component will rely heavily upon skilled subject-specific teachers who will serve as coaches and guides through a clearly defined, high-quality curriculum. Parents or caring adults (referred to as learning coaches), will still be crucial as motivators and coaches. However, students' academic success in virtual high school will depend upon the student's level of engagement with the curriculum and interactions with their teachers. At the center of the Iowa Virtual Academy High School program is the Iowa Virtual Academy student.

The role of the parent or another responsible adult acting as a learning coach in the home is crucial to the success of most students. The learning coach can be a parent or guardian, or any adult who the parent/guardian establishes as a learning coach. Learning coaches are responsible for:

- confirming and entering attendance daily
- ensuring Internet connectivity and arranging transportation to and from the daily site
- reporting/resolution of any technical issues or missing materials
- ensuring that students are completing required assignments daily and submitting assignments on time
- assisting student with assignments, to the extent that they are comfortable doing so
- ensuring that students take advantage of all of the resources available to them to succeed in school
- communicating with Iowa Virtual Academy teachers when a concern or need presents itself

Every student has an expert teacher for each course. Teachers are state-certified in the subject area they teach and may be assisted by partner teachers who are experts in a particular curriculum area. Teachers set due dates for assignments, and then grade, provide feedback, and return assignments to students. Teachers answer student questions via e-mail and phone and hold weekly live content sessions during which students and parents can attend for more clarity on difficult topics. Teachers may occasionally provide one-on-one and small-group instruction to students who are experiencing difficulty with certain topics. Teachers communicate directly with students and parents/learning coaches regarding the student's progress and missing/late assignments. Special Education teachers ensure that students with Individual Education Plans (IEPs) receive the accommodations and adaptations required to ensure their success and compliance with their IEP.

## Middle/High School Grading Policies

Graded activities in the Iowa Virtual Academy high school level courses will be assigned points. A student's final grade will reflect the actual points earned, compared to the total points possible. Teachers will use these points to assign letter grades, according to their grading policies. Students and learning coaches can access the current grades for all courses by viewing their accounts in the LMS or the My Info area, at any time during the semester.

Students are responsible for their own work on unit tests and final exams. Students are not allowed to use notes, quizzes, or textbooks on unit tests and final exams, unless indicated in an IEP. Students are not allowed to share work with other students on unit tests or final exams. Unless otherwise noted, tests and quizzes are not "open-book" assignments. If a student does not complete his own work or shares his work with others on unit tests and/or final exams, he/she will not receive credit for the work. He/she faces the risk of suspension or expulsion from Iowa Virtual Academy.

Students must cite sources in all assignments, tests and exams. Students will not receive credit for work that does not appropriately cite sources. If a student uses information from a source, but does not cite the source, the student will receive a zero for that assignment and may be suspended or expelled from Iowa Virtual Academy.

## Grade Appeals Process

Students wishing to appeal a final grade in a course must follow the appeals process, including:

- Submitting a written request for a detailed copy of the student's grade book from the course instructor.
- Identifying in writing any assignments that he/she would like re-evaluated.
- Explaining in writing why the student believes the grade on each of the identified assignments should be revised.
- Submitting identifications and explanations to the course instructor.

If the student is unsatisfied with the instructor's response, the student may appeal to the academic administrator within 5 school days of the instructor's response.

If the student is unsatisfied with the academic administrator's response, the student may talk to the head of school within 5 days of the academic administrator's response.

If the student is unsatisfied with the head of school's response, the student may request to speak to the board within 10 days of the head of school's response. The board will then determine whether it will address the complaint.

## Academic Dishonesty Policy

Academic integrity is highly valued at Iowa Virtual Academy. Incidents involving plagiarism and cheating are serious offenses that warrant immediate administrative attention. Students are required to submit original work. They are obligated to cite the sources of all references they use. See also Student Rights and Responsibilities Behavior Guidelines for additional information regarding this policy.

Non-citation infraction:

- 1st incident = grade of zero on assignment
- 2nd incident = grade of zero on assignment and administrative review.

Citation infraction

- 1st incident = counseling on correct use of citations
- 2nd incident = grade of zero on assignment
- 3rd incident = grade of zero on assignment and administrative review

Note: **Turnitin.com** is used to ensure plagiarism does not occur within assignments.

## Evidence of Mastery

Grades will be determined based on how students perform on teacher graded activities within each course. Graded activities may include:

- online or paper-based worksheets and practice sets
- quizzes
- exams (e.g. Unit, Semester, Final)
- threaded-discussions
- essays, research papers, and other writing assignments
- presentations

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the semester students can view their grades in the Student Progress Report. Your teachers, administrators and parents also have access to your grade information.

## Grading Scale:

<b>A</b>	<b>4.0</b>	<b>93-100%</b>	<b>C</b>	<b>2.0</b>	<b>73-76%</b>
<b>A-</b>	<b>3.7</b>	<b>90-92%</b>	<b>C-</b>	<b>1.7</b>	<b>70-72%</b>
<b>B+</b>	<b>3.3</b>	<b>87-89%</b>	<b>D+</b>	<b>1.3</b>	<b>67-69%</b>
<b>B</b>	<b>3.0</b>	<b>83-86%</b>	<b>D</b>	<b>1.0</b>	<b>63-66%</b>
<b>B-</b>	<b>2.7</b>	<b>80-82%</b>	<b>D-</b>	<b>0.7</b>	<b>60-62%</b>
<b>C+</b>	<b>2.3</b>	<b>77-79%</b>	<b>F</b>	<b>0.0</b>	<b>0-59</b>

## Credits

The credit scale below determines on-track students.

0-11.99 Credits – 9th Grade  
12-23.99 Credits – 10th Grade  
24-35.99 Credits – 11th Grade  
36- 46 Credits – 12th Grade

## Graduation Requirements

In accordance with Iowa Revised School Code 281.12.5(5) and Iowa Virtual Academy academic standards, all students must complete all course requirements. Please pay close attention to the new credit breakdown and where you need to earn credits.

### **Course Requirements**

6 Semesters – Math	8 Semesters – Physical Education
8 Semesters – English	1 Semester – Personal Finance
6 Semesters – Social Studies/History	1 Semester - Fine Arts
6 Semesters – Science	1 Semester of Vocational Education
13- Semesters Electives	

Math (6 semesters) :	6 Credits
English (8 semesters):	8 Credits
Science (6 semesters):	6 Credits
Social Studies (6 semesters):	6 Credits
PE/Health (8 semesters):	4 Credits
Personal Finance (1 semester):	1 Credit
Fine Arts (1 semester):	1 Credit
Vocational Ed (1 semester):	1 Credit
Electives:	13 Credits
	*46 Credits Total

***The required courses of study will be reviewed by the board annually.***

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP). Each student's IEP will include a statement of the projected date of graduation at least 18 months in advance of the projected date and the criteria to be used in determining whether graduation will occur. Prior to the special education student's graduation, the IEP team shall determine whether the graduation criteria have been met.

## Awarding of Extra Credit

Extra credit is awarded at the discretion of the individual teacher. Teachers will post their extra credit policies and opportunities within their individual courses. Extra credit will not be awarded for completion of assigned work. Extra credit may be awarded for work above and beyond regularly assigned work.

## Progress Updates

Progress updates will be sent twice within the course of the semester. All students will receive the update via email. Students with a failing grade in a course will receive their information via e-mail. The mailing date of these items will be posted within the LMS. Report cards will be emailed at the end of each semester.

## Determining Class Rank and Honor Roll

Class rank is determined by rank ordering the cumulative grade point average of all students within a grade level. Students earning a semester grade point average of 3.0 or higher will be eligible for the Honor Roll.

The following values will be assigned to semester grades in each course:

<b>A</b>	<b>4.0</b>	<b>B-</b>	<b>2.7</b>	<b>D+</b>	<b>1.3</b>
<b>A-</b>	<b>3.7</b>	<b>C+</b>	<b>2.3</b>	<b>D</b>	<b>1.0</b>
<b>B+</b>	<b>3.3</b>	<b>C</b>	<b>2.0</b>	<b>D-</b>	<b>0.7</b>
<b>B</b>	<b>3.0</b>	<b>C-</b>	<b>1.7</b>	<b>F</b>	<b>0.0</b>

## Late Work Policy

Graded assignments—whether teacher or electronically scored—must be completed and submitted no later than midnight (Central Standard Time) on the Sunday after the due date. Zeros are entered as grades for every assignment not received by the Sunday deadline. Teacher-scored assignments and assessments are accepted up to 1 week after the Sunday deadline, but the grade will be reduced by 5% each day it is late. This grade will replace the zero in the grade-book.

In most cases, students can complete computer-scored assessments after the Sunday deadline. In some circumstances, however, teachers will lock some assignments to prevent late access

to them. In most cases, teacher-scored assignments and assessments received two weeks after the due date will not be accepted or graded. Teachers are always willing to discuss the late submission of work past the above-listed deadlines. Please contact teachers directly to find out if this is an option.

Teachers will grant due date extensions on assignments under some circumstances. Never assume that teachers will automatically grant these requests. Due date extensions must be requested on a normal school day before the due date of the assignment. Requests received on or past the due date, or on a non-school day will most likely not be granted.

## Post-Secondary Enrollment Options: 11<sup>th</sup> and 12<sup>th</sup> Grade

IAVA partners with Northeast Iowa Community College (NICC). IAVA pays only for courses which are not offered in the high school and which are offered during the regular school year by the community college. The IAVA does not pay for the costs of summer school classes. However, summer school classes are eligible for credit.

Students who fail the course or fail to receive credit in the course paid for by the IAVA must reimburse the IAVA for all costs directly related to the course. The IAVA may waive the cost of the course for students who fail the course for reasons beyond their control, including, but not limited to, the student's incapacity, death in the family, or a move to another school district.

***There are two different registration types students at IAVA can participate in:***

***Concurrent enrollment:*** courses are both college and high school credit courses primarily taught by a high school instructor in the high school.

***PICC, Placement in College Credit:*** PICC courses are both college and high school credit courses taught by an NICC instructor primarily online or at an NICC location.

NICC offers their program to all 9-12<sup>th</sup> grade students. We at IAVA, promote this opportunity to 11<sup>th</sup> and 12<sup>th</sup> grade students in good academic standing. However, we can discuss options with 9<sup>th</sup> and 10<sup>th</sup> grade students if interested and if they pass the course pre-requisite entrance exams.

***What we look at for eligibility for NICC courses:***

- Course Pre-Requisites, Placement Scores (Accuplacer \*reading and writing skills and ALEKs – Math placements \$25 fee to take)
- Attendance = good grades
- Time Management Skills – College courses are Rigorous

- Communicate Effectively- keep an open dialog with school counselor, instructors and learning coach

***Starting a college transcript:***

- Every college credit grade stays on the student college transcripts permanently
- Withdraw- Dropping from a class up to 75% of the way through the class results in a W
- Financial Aid Eligibility – Maintain a C average or greater, Maintain a completion rate of 67% or higher
- Transfer Courses- contact the college directly to see how the courses will transfer
- High school students will receive one high school credit to the earned college credit
- Courses are found at: [www.nicc.edu/collegecredit](http://www.nicc.edu/collegecredit)
- To register for a PICC course: [www.nicc.edu/hspartnerships](http://www.nicc.edu/hspartnerships)
  - Students will complete an online form with a parent and IAVA will need to approve the course selection too.
  - The course will need to be an elective option unless granted permission from Head of School for core course uses.
- We allow two NICC courses a term

***Students interested in participating in this program should contact their guidance counselor.***

## Communication (My Info and E-mail)

Students and parents are able to contact their teachers through e-mail, an online communication system found on the Online School's My Info area. E-mail allows internal documentation eliminating the use of e-mail for discussing student matters. It is safe and secure and should be used for all communications between parent, student and teacher. Traditional e-mail will only be used among staff, students and learning coaches/parents when K-mail does not permit communication between or among parties. It is expected that students and mentors/parents read their K-mail at least once a day. Critical information is sent via K-mail.

## Family Directory

Accessed through the OLS, this secure directory allows parents to find other parents by location, student grade levels, special interests and more. Parents may search by name and other information in a parent profile. The new directory is automatically updated as a parent's status changes, such as if a parent has changed location or an e-mail address. There is an online opt-in/out capability on the OLS. Parents can easily include or exclude themselves from the directory.

## Resident District Extracurricular Activities Participation

Students open enrolled to the Iowa Virtual Academy may elect to participate in up to 2 extracurricular activities per year. Additional activities are allowed at the discretion of the resident district. Please refer to the following for further guidance and information: Iowa Department of Education Open Enrollment Handbook. [https://educateiowa.gov/sites/files/ed/documents/2020-2021%20Open%20Enrollment%20Handbook\\_0.pdf](https://educateiowa.gov/sites/files/ed/documents/2020-2021%20Open%20Enrollment%20Handbook_0.pdf) as well as Senate File 475, Senate File 213, and Senate File 2415 Executive Summary. <https://educateiowa.gov/sites/files/ed/documents/iowa%20Department%20of%20Education%20Guidance%20Virtual%20Online%20School%205.16.19.pdf>

## Iowa Virtual Academy Special Interest Student Clubs

Student Clubs will be offered to all students, in order to enhance their complete educational experience at Iowa Virtual Academy. Clubs facilitate student socialization, community and in

some cases, service. Clubs will be sponsored by Iowa Virtual Academy teachers who will welcome parent participation, as well. Teachers will provide a more detailed list along with contact information, as the school year progresses. More clubs may be added as interests arise. Suggestions are always welcomed. Any materials or supplies (outside of supplied curriculum) needed for the clubs are the responsibility of the family- neither K12 nor Iowa Virtual Academy will provide these materials or supplies.

## Iowa Virtual Academy Gatherings

Iowa Virtual Academy teachers arrange a variety of special gatherings for students and families on a monthly basis. Attendance is not required. However, these special gatherings provide wonderful opportunities to meet teachers, make new friends, and to talk with fellow parents about school. Parents are responsible for the cost of transportation and any other fees. The fees are often negotiated and reduced for our school. Time spent on a field trip counts as attendance in the related subject. For example, a trip to a science museum can count as attendance time in science. All gatherings/notices are posted on the School Community Board and/or the online calendar of events. Any student may attend any outing he or she wishes by submitting an RSVP, if required, to the teacher listed in the outing information. Parents, or adults who they specify, are responsible for supervising children at all times during an outing. Siblings and friends are welcome to attend as well.

All students are expected to wear clothing that is appropriate for school. Clothing that distracts students, disrupts the educational process or poses a health or safety threat to anyone is not acceptable in our school. Parents may contact the school if further information is needed. All attending children must bring a signed (by parent/guardian) and completed Liability Release Agreement

The Board recognizes that students attending Iowa Virtual Academy gatherings may require medication for various reasons. Parents and guardians shall be encouraged to administer medications outside the hours of school gatherings. Parents and guardians shall assume full responsibility for the care of this part of their child's health.

## Acceptable Use Guidelines

This document describes the policies and guidelines for the use of the Iowa Virtual Academy program and exists to ensure that all Iowa Virtual Academy students are aware of, and understand their responsibilities when accessing and using Iowa Virtual Academy resources. Iowa Virtual Academy reserves the right to update or to alter this agreement at any time. Such revisions may substantially alter access to Iowa Virtual Academy instructional computing resources. Iowa Virtual Academy instructional computing resources include any computer, software or transmission system that is owned, operated or leased by Iowa Virtual Academy.

As a parent or guardian of a student enrolled in Iowa Virtual Academy, you should be aware of the following guidelines and expectations. Any activity that is not listed here which constitutes a violation of local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines. Failure to follow these guidelines could result in removal of your access to Iowa Virtual Academy instructional computing resources, which could result in your inability to complete learning activities:

### Accountability

Posting anonymous messages is not permitted unless authorized by the teacher of the online course. Impersonating another person is also strictly prohibited. Use only your own user name and password, but do not share these with anyone.

Do not interfere with other users' ability to access Iowa Virtual Academy's Online School or Virtual High School or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password. Change your password(s) frequently, at least once per semester or course. Do not publicly post your personal contact information (address and phone number) or anyone else's. Do not publicly post any messages that were sent to you privately. Do not download, transmit or post material that is intended for personal gain or profit, non-Iowa Virtual Academy commercial activities, non-Iowa Virtual Academy product advertising, or political lobbying on an Iowa Virtual Academy-owned instructional computing resource. Do not use Iowa Virtual Academy instructional computing resources to sell or to purchase any illegal items or substances. Do not upload or post any software that is not specifically required and approved for your assignments on Iowa Virtual Academy's instructional computing resources. Do not post any MP3 files, compressed video, or other non-instructional files to any Iowa Virtual Academy server.

## Student Internet Safety

Do not reveal on the Internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of Iowa Virtual Academy. Do not agree to meet in person, anyone you have met only on the Internet and who is not affiliated with Iowa Virtual Academy.

## Network Etiquette

At the Iowa Virtual Academy, parents and students are expected to follow the rules of network etiquette, or “netiquette.” The word netiquette refers to common-sense guidelines for conversing with others online. Please abide by these standards. Avoid sarcasm, jargon, and slang. Swear words are unacceptable. Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues. Focus your responses on the questions or issues being discussed, not on the individuals involved. Be constructive with your criticism, not hurtful. Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.

Respect other people’s privacy. Don’t broadcast online discussions, and never reveal other people’s e-mail addresses.

## Academic Integrity

All work submitted is assumed to have been completed by you. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied upon in the composition of their work. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit, revoked access to course(s) and suspension or expulsion from Iowa Virtual Academy.

## Use of Copyrighted Materials

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by, or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using Iowa Virtual Academy computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

## Plagiarism

The definition of plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as your own original work. Specific examples of plagiarism that will not be tolerated are:

- copying or rephrasing another student's work
- having someone else write an assignment or rephrase any part of an assignment (not just proofread it)
- directly copying student aids (for example, Cliff's Notes), critical sources, or reference materials in part or in whole without acknowledgment
- indirect reproduction of student aids, such as Cliff's Notes, Cole Notes, critical sources, or reference materials by rephrasing ideas borrowed from them without acknowledgment

## Source Citation

Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook can simply be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If you are citing information found on a website, provide the complete web page or site title, URL, author (if known), page number (if applicable), and publication date of the site (if available).

## **Appropriate Use of Technology**

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

## **Iowa Virtual Academy Indemnification Provision**

Iowa Virtual Academy assumes no responsibility for information obtained via the Internet which may be illegal, defamatory, inaccurate or offensive. Iowa Virtual Academy assumes no responsibility for any claims, losses, damages, costs or other obligations arising from the use of instructional computing resources. Iowa Virtual Academy 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 Iowa Virtual Academy, its affiliates or its employees. Iowa Virtual Academy assumes no responsibility for damages to the user's computer system. Nothing in this policy negates any obligation the student and parent have to use the instructional computing resources as required in the Use of Instructional Property Agreement ("Agreement") the parent 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.

## **Confidential Communications of Students**

Some oral or written communications between students and school personnel are confidential. Information that is expressed as confidential or received in confidence by a staff member from a student may be revealed to, or by the head of school or other appropriate authority, including law enforcement personnel, when the health, welfare or safety of the student or other persons is clearly in jeopardy.

## Using (Blackboard Collaborate)

Blackboard Collaborate offers tech support at the following web address:

<http://www.blackboard.com/support-for-blackboard-collaborate.aspx> Using the Help Desk and the Technical Support features will provide answers to the more common computer setup issues. If you have searched the site and did not find the answer to your computer issue, please call blackboard tech support at 866-388-8674 and choose option 2. Parents should always sign in using their first name and last initial always. Students should

- arrive promptly at the scheduled time for the blackboard session.
- wait for whiteboard and microphone privileges which will be assigned at the discretion of the teacher
- the use of camera is not required
- only communicate regarding direct content of the lesson
- be respectful and courteous towards others at all times
- always participate and engage in the session (stepping away without the teacher's approval will count as an absence)
- log in to each session individually

Please bear in mind that individual teachers may have expectations that are specific to their classrooms. Parents should remove their child from any blackboard if the student displays offensive behavior or is ill. If you must remove your child from a blackboard session, please contact the teacher to discuss the situation.

Parents should keep comments and questions specific to the lesson. Contact your child's teacher about other concerns by phone, e-mail or in person during office hours. Because the lessons are student-centered, only students should be using the microphones during the sessions. Please refrain from coaching your child during blackboard sessions. The goal of this instructional time is for your child to become an independent learner and critical thinker.

***Blackboard Collaborate will be replaced by Newrow in our second semester. This page will be updated at that time.***

## Non-Discrimination Policy

IAVA does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Steven Hoff

Head of School

IAVA

306 South First Street, P.O. Box 249, Guttenberg, Iowa 52052

563-748-1017, x-3000

For further information on notice of non-discrimination, visit:

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>.

## Title IX Non-Discrimination Policy:

Iowa Virtual Academy (IAVA) is committed to providing an environment that is free from all forms of sex discrimination, which includes sex discrimination, sexual harassment (including sexual violence), as regulated by Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. IAVA reserves the authority to independently deal with sex discrimination and sexual harassment whenever becoming aware of their potential existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure. IAVA reserves the authority to address sex discrimination and sexual harassment even if the same, similar or related circumstances are also being addressed under another policy, whether of IAVA or another entity. Furthermore, IAVA reserves the right to pursue sexual misconduct violations that fall outside of the scope of Title IX based on IAVA's judgment that the alleged actions are contrary to any part of its code of conduct or employee handbook.

Sex Discrimination and Sexual Harassment means conduct of a sexual nature that meets any of the following:

- Sex discrimination occurs when a person, because of their sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.

**Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

- 1) A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo); or
- 2) Unwelcome conduct that a *reasonable person* would determine is so **severe, pervasive, and objectively offensive** that it effectively denies a person equal access to the school's education program or activity; or
- 3) Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA). Sexual harassment can be verbal, nonverbal or physical.

Any individual, who believes they may have experienced any form of sex discrimination or sexual harassment, or who believes that they have observed such actions taking place, may receive information and assistance regarding the School's policies and reporting procedures from any of the following:

**Title IX Coordinator:**

Luci Wulfekuhle  
IAVA Professional School Counselor  
306 South First Street  
P.O. Box 249  
Guttenberg, IA 52052  
563-748-1017, x-3075  
luwulfekuhle@iowavirtual.org

***Additionally, you may contact the Office of Civil Rights by calling 1-800-421-3481.***

## **Title IX Grievance Process**

Any student, parent/guardian, current or prospective employee or other individual within the school community who believes they have experienced and/or observed and/or is aware of sex discrimination or sexual harassment ("grievant") should promptly report the matter to the school's Title IX Coordinator, a school counselor, principal or other school administrator.

A "**formal complaint**" is a document filed by a complainant **or** signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. A "**nonformal complaint**" is any notification regardless if by mail, telephone, or email, not utilizing the formal complaint form or not signed by a complainant **or** by the Title IX Coordinator.

### **Response to a Formal Complaint**

In response to a formal complaint, the school will follow the defined grievance process within this procedure. With or without a formal complaint, the school, if it has actual knowledge of sexual harassment against a person in an education program or activity, will take certain steps such as offering supportive measures to the complainant to address student safety and provide equal access to the education program or activity while preserving the recipient's discretion to address facts or circumstances present by a particular situation.

Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary.

### **Privacy Protections**

The school will never use or attempt to use questions or evidence that is protected by a legally recognized privilege, unless the person holding the privilege waives the privilege.

The school cannot unilaterally access or consider a party's records, if those records are made or maintained by a physician, psychiatrist, or other recognized professional and made for the purpose of providing treatment to the party. These records can only be accessed with a party's voluntary written consent.

During the grievance process, questions or evidence about the Complainant's prior sexual behavior – even with the respondent accused of sexual harassment, and even in the cases where the respondent already possesses evidence about sexual history – are never deemed relevant, with only two narrow and limited exceptions.

### ***The grievance procedures will be as follows:***

1. It is the express policy of IAVA to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Once the school has "actual knowledge" of sexual harassment, or allegations of sexual harassment, the school will respond within 24 hours. "Actual knowledge" means notice or allegations received by Title IX coordinator, school official with authority to institute corrective measures on behalf of the school, or any school employee. The school must treat a person as a complainant any time the school has notice that the person is alleged to be the victim of conduct that could constitute sexual harassment (regardless of whether the person themselves reported, or a third party reported the sexual harassment), and irrespective of whether the

complainant ever chooses to file a formal complaint. Further, it should be noted, there is no time limit or statute of limitations on a complainant's decision to file a formal complaint.

2. At the time the complaint is filed, the grievant shall promptly be given a copy of these grievance procedures and a description of the supportive measures offered by the school. A formal complaint form for such purpose can be found on our website and will also be provided to the grievant upon notification of such complaint. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and measures and answer any questions anyone has. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student's behalf. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with IAVA's policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.
4. The Title IX Coordinator will provide written notice to the parties identified in the complaint. The written notice will include, the allegations and facts that may constitute sexual harassment, the presumption of that the accused did not engage in prohibited conduct, notice that parties are entitled to an advisor of their choice, parties can request to inspect and review certain evidence, a copy of the code of conduct, false statements (if any), the opportunity to engage in informal resolution, the right to appeal, the range of possible remedies and disciplinary sanctions following determination of responsibility, and which standard of evidence will be used to reach a determination.
5. The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on by the school discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation. The investigator will objectively evaluate all relevant evidence regardless of who it favors or disfavors. Where facts are in conflict, credibility determinations can be made. However, credibility determinations

will not be based on a person's status as a complainant, respondent, or witness. Following the evaluation, the investigator will prepare an investigative report and will share the report with all parties before a determination regarding responsibility is reached.

6. Prior to sharing the investigation report, the Title IX Coordinator must provide all parties a copy of the evidence used to form the basis of the report and allow all parties 10 days to submit a written response. All written responses received will be objectively reviewed and considered by the school's investigator before issuing the report. Further, the Title IX Coordinator must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
7. Finally, the school's identified decision-maker, not the Title IX Coordinator or investigator, will make a determination and provide written determination of responsibility to both parties simultaneously. The written determination will include:
  - Identification of the allegations potentially constituting sexual harassment as defined in §106.30; 2027
  - A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
  - Findings of fact supporting the determination;
  - Conclusions regarding the application of the recipient's code of conduct to the facts;
  - A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
  - The recipient's procedures and permissible bases for the complainant and respondent to appeal.

8. If after an investigation, the decision-maker determines that there is reasonable cause to believe that sex discrimination or sexual harassment in violation of the school's policy has occurred, IAVA shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for support services that are individualized, non-disciplinary, non-punitive, protect the safety of all parties and educational environment, deter harassment, and are not unreasonably burdensome. Such support services may include, no contact orders, academic accommodations, health and mental health services, disability services, confidential counseling or training where appropriate.

### **Determination**

IAVA will consistently apply the same "standard of evidence" in all formal complaints, in making a determination of responsibility. Per Title IX regulations, there are two "standard of evidence" options,

- **Preponderance of evidence** – a majority of the evidence proves a fact. Mathematically, it would be more than 50% of the evidence.
- **Clear and convincing evidence** – a heightened standard which requires more than a preponderance of evidence to prove a fact. One definition of *clear and convincing* evidence is something that is highly and substantially more probable than not.

IAVA will apply the following "standard of evidence" – **Clear and convincing evidence**. The same standard of evidence for formal complaints will be applied for formal complaints against all parties, including but not limited to students, employees, and teachers.

### **Disciplinary Sanctions and Remedies**

A range of different disciplinary sanctions or remedies may be implemented by the school following a determination of responsibility. Due to the unique nature of the situation and individual needs, the following is a non-exhaustive list of possible actions,

- support services may be warranted and may include, no contact orders, academic accommodations, health and mental health services, disability services, confidential counseling or training where appropriate
- verbal or written warning
- altered schedules to eliminate interaction opportunities

- exclusions from certain school activities
- access to recorded class sessions in lieu of live participation
- suspension or expulsion

### **Appeal Process**

Under § 106.45(b)(1)(viii), all parties have the right to appeal for specified reasons. Appeals must be submitted within 30 school days following the initial determination. This equal right amongst the accuser and accuse will promote a fair process that will benefit everyone and ensure parity between the parties. Thus, when a complainant or a respondent disagrees with a decision of responsibility, they have the right to appeal on the basis of the following conditions:

- (1) procedural irregularity that affected the outcome;
- (2) new evidence that was not reasonably available when the determination of responsibility was made that could affect the outcome; or
- (3) the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias that affected the outcome

Upon receipt of a written appeal request with evidence of one or more of the above conditions, the Title IX Coordinator will

- notify the parties in writing and implement appeal procedures equally,
- provide both parties the equal opportunity to submit a written statement of support or disagreement to the appeal,
- identify a new and impartial decision-maker to review the original and newly submitted evidence, and
- after reviewing the new written statements, the new decision-maker will issue a decision to the parties simultaneously within 20 school days.

The determination regarding responsibility becomes final either on the date that the investigator provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. Where deadlines are set forth in the grievance process, a temporary delay of the grievance process or the limited extension of time frames for good cause are permitted with written notice by the Title IX Coordinator to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include, but are not limited to, considerations such as the absence of a party or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

**Record Retention**

The Title IX Coordinator shall make all records of Title IX complaints and their disposition for a period of seven years.

**Retaliation**

Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and IAVA will take actions necessary to prevent such retaliation.

**DISSEMINATION OF INFORMATION**

IAVA must provide name, title, contact information of the identified Title IX Coordinator on the school's website. Further, the school shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or other professional organizations with a collective bargaining agreement with the institution that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

[IAVA Title IX Complaint Form](#)

## I Understand and Agree

By signing this Signature Page, parents confirm that they have read and reviewed the Iowa Virtual Academy's Handbook including FERPA guidelines.

We have read and reviewed the Iowa Virtual Academy's Handbook including FERPA guidelines. In signing, we indicate an awareness and understanding of the school practices and procedures set forth herein.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Sign and return this signature page to Amy Squier: [asquier@k12.com](mailto:asquier@k12.com)



## 20-21 Contingency Planning for Systems Interruption:

---

### *Strategies for Continued Student Engagement*

While we are aware that the K<sup>12</sup> Operations team works diligently to anticipate and prevent any unplanned or prolonged systems outages, IAVA has prepared for unpredictable interruptions in normal systems access by implementing the following communications plan and developing strategies for continued student engagement.

By adopting these measures it is hoped that, while systems may occasionally be disrupted, access to learning never should be.

***Scenario 1:** Access to the OLS or the K<sup>12</sup> Online MS and HS is interrupted. Students have regularly scheduled Class Connect sessions and there are no issues with Blackboard Collaborate/Newrow. Students cannot access Class Connect sessions from the scheduler in the OLS/Online MS and HS due to the system interruption.*

- Under these conditions, teachers will still hold Class Connect sessions so as to minimize disruption to the daily schedule. Moderator links will be sent from the IAVA office staff to all teachers requiring access and students should follow the published regular schedule of Class Connect sessions as outlined at the beginning of the year and as listed in all syllabi. Class Connect sessions will be accessed by external links which will be shared directly with students and their learning coaches at the beginning of the year. All high school teachers will send the student CC links via email to the address designated as the primary email contact in TotalView. **Since CC attendance cannot be recorded in the OLS when external links are used, teachers will document attendance if needed.**
- When students have questions for their teachers and are unable to use K12 School Email, they may call their office phones and leave voice messages. High school students may also be permitted to send instant messages through Skype or email messages to teachers' school-provided email addresses.

- During the system interruption students in all grades will be expected to complete offline work and/or any additional activities teachers have assigned. Elementary and Middle School students in grades K-8, may also complete Stride activities, Star 360 or interventions. High school students in grades 9-11, may also complete work in Star 360.
- Teachers will communicate these general expectations of alternate work at the start of the school year and will post this information on their weekly plans. Any specific work assignments or further details may be shared via email.

***Scenario 2: System access to the OLS or the K<sup>12</sup> Online MS and HS is interrupted. Students do not have any regularly-scheduled Class Connect sessions.***

- When OLS and K<sup>12</sup> Online HS systems are interrupted during a period when there are no regularly-scheduled Class Connect sessions, students should focus on the alternate assignments and offline work as outlined in the first scenario. The same expectations and communications strategies will be in effect.

***Scenario 3: Blackboard Collaborate/Newrow is experiencing a service disruption and students are not able to access Class Connect.***

- When OLS and K<sup>12</sup> Online MS and HS systems are functioning normally, teachers will alert students of any Blackboard Collaborate/Newrow interruptions via K12 School Email. When possible, the affected Class Connect sessions will be removed from the OLS and an announcement will be posted to the OLS and D2L home screen.
- When Blackboard Collaborate/Newrow systems are restored, the office and/or teachers will send a message through K12 School Email to communicate that the normal Class Connect schedule will be resumed.
- Teachers will waive any attendance requirements for the affected Class Connect sessions and will notify the IAVA office of the excused absences.