

Miami Virtual Program

MVPAZ Handbook

MUSD Mission Statement

Our mission is to prepare our students for the opportunities and challenges of the future. We are dedicated to being a high-quality educational organization of excellent schools.

MUSD Vision Statement

Our students graduate prepared for college and career success.

MVPAZ Student Motto

Your Future Starts Here and Now!

Translate into another language by [clicking here](#) and inserting the text (Traducir a otro idioma, haga clic aquí e insertar el texto): <http://translate.google.com/#>

MVPAZ Address

Mailing:
PO Box 2070
Miami, AZ 85539

Phone

928-361-0014

Fax

602-734-9123

K¹² Customer Care

(866) 512-2273

Miami Virtual Program Az empowers students to reach their highest potential through partnerships between students, families, and dedicated teachers, to prepare them for future educational goals and careers.



MIAMI VIRTUAL PROGRAM ARIZONA

MIAMI UNITED SCHOOL DISTRICT #40

POWERED BY STRIDE K12

District Board of Education

Paul Licano, President
Deborah Allen, Board Co-Clerk
Margret Celix, Member

Dr. Sherry Dorathy, Superintendent
Deanna Shriner, Board Co-Clerk
Ruben Mancha, Member

MVPAZ Administration Contact Info

Title	Name	Email address	Phone number
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Policies and procedures listed in this handbook may be changed without prior notice at the discretion of Miami Virtual Program hereinafter referred to as MVPAZ in this handbook. Any alterations to this document will be communicated to affected parties by e-mail.

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Student Matrix of Support (Who to go to for help)

Issue	Who To contact
Academic Help	Teachers
Attendance Questions & Submitted Incorrectly	Homeroom teacher or Attendance Specialist (TBD)
Attendance, how to log	the attendance video or Attendance Specialist (TBD)
Class Connect (Newrow) Technical Issue	Customer Support: k12.com/support / 866- 512- 2273
Course Change or Missing OLS Course	HS Counselor; K8-Meghan Griffin, HS counselor: Olivia Noriega
Course Content Comments & Minor Errors	Feedback in your Online School - https://login-learn.k12.com/#login
Course Content Questions & Errors	Course Teacher
Course Materials Shipping, Missing & Damaged	Customer Support: k12.com/support / 866- 512- 2273
Grades and Scores for Online Assessments	Course Teacher
Internet Reimbursement (If Available)	School Office – 928-361-0014 (see handbook for policy on distribution)
K ¹² Computer Hardware Troubleshooting	Customer Support: k12.com/support / 866- 512- 2273
K ¹² Computer Keyboard, Mouse & Microphone	Customer Support: k12.com/support / 866- 512- 2273
K ¹² Computer Malware/Virus	Customer Support: k12.com/support / 866- 512- 2273
K ¹² Computer Requests	Homeroom teacher
K12 Computer Software Updates	Customer Support: k12.com/support / 866- 512- 2273
OHS Account Set- Up & Login	Customer Support: k12.com/support / 866- 512- 2273
OHS Error Messages	Customer Support: k12.com/support / 866- 512- 2273
OHS Navigation	Teacher or Customer Support: k12.com/support / 866- 512- 2273
PDF Links	Customer Support: k12.com/support / 866- 512- 2273
Return Course Materials	https://www.help.k12.com/s/article/UPS-Return-Shipping-Labels
Return K12 Computer Equipment	K12 Computer Returns: computer-returns@k12.com / 866-571-4310
Return Labels (Need Additional UPS Labels)	Customer Support: k12.com/support
Report Upcoming Absence	Complete this form if your student will miss 3 or more days of attendance Report an Absence
School Events & School Community Logins	https://www.mvp-az.com/school-community or Community Engagement Specialist
Suggestions & Comments	Feedback in Your Online School: https://login-learn.k12.com/#login MVP AZ Middle-High School Specific Feedback: https://forms.office.com/r/Ep3GMrJ3fp
Transcript Requests	Complete this form to request records Records Request Form
Translated materials/access	Translate into another language by clicking here and inserting the text (Traducir a otro idioma, haga clic aquí e insertar el texto): http://translate.google.com/# In addition, professional interpreter services may be requested at any time for parents/guardians of students with disabilities by contacting your schools' Principal.
Withdraw	Homeroom teacher

2021-2022 CALENDAR

Introduction

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

July 19th Teachers first day back

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

1st New Year's Day
 3 School Resumes
 17 MLK Day
20 100th Day

20 - Student Days

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

3rd First Day of School

Aug. 3rd NWEA Testing Week

21 - Student Days

FEBRUARY						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

21 [Presidents' Day](#) Break

19 - Student Days

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

6 [Labor Day](#) Break

21 - Student Days

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

4 End of 3rd quarter
 7 Start of 4th quarter
 14 - 18 Spring Break

18 - Student Days

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

1st End of Quarter 1
 4th Quarter 2 starts
 11th -15th Fall Break

16 - Student Days

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

AASA - tentative test dates: 4th-15th
 18th Easter Monday

20 - Student Days

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

11th Veterans Day
 22-26th [Thanksgiving Break](#)

16 - Student Days

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

26th [Last day of school](#)
 30th - Memorial Day

9th NWEA EOY Testing
16th Finals' week for HS

19 - Student Days

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

17th End of 2nd quarter
 20 - 31st Winter Break

Dec. 6th NWEA Testing Week
Dec. 13th Finals week for HS

13 - Student Days

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

This Handbook sets forth general guidance for Learning Coaches/parents and students enrolled in the Miami Virtual Program AZ (MVPAZ). MVPAZ is a Miami Unified School District partner school and is subject to the rules and regulations of the MUSD board.

Please note that the Miami Board Policy Manual supersedes any policy set forth in any school handbook. The Miami Unified School District Governing Board reserves the right to adopt policies at any time, and the resolution of conflicts between documents will utilize the policy stated in the Miami Board Policy Manual. The Superintendent of Schools shall have the authority to implement action if a situation should develop that is not covered by established Board policy.

Questions regarding Title IX, Title II and/or Section 504 should be directed to Dr. Sherry Dorathy, Superintendent, at the district office, 928-425-3271

Public Notification of Nondiscrimination:

Miami Unified School District does not discriminate on the basis of race, color, sex, national origin, gender, age, or disability in admission to its programs, activities, or services, in access to them, in treatment of individuals, or in any aspect of their operations.

Notificación Pública de No Discriminación : Miami Unified School District #40 no discrimina raza, color, nacionalidad, género, edad, o incapacidad de admisión a sus programas, servicios, o actividades, en acceso a ellas, en el tratamiento a individuos, o en ningún aspecto de sus operaciones. designados.

Learning Coach

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

Homeroom Teacher

All MVPAZ students are assigned a certified Highly Qualified homeroom (HR) teacher. Your HR teacher is your first point of contact for questions and support and will provide academic support, live instruction, and will help you monitor student work and progress.

Content Teacher Role

Content teachers (Grades 6-12) are Highly Qualified in the area they teach and are assigned to groups of students by course. The content teacher is the first point of contact for questions about the curriculum, teacher-graded assignments, interim assessments, and required instructional sessions. Students are assigned a content teacher for math, language arts, history, and science.

School Report Cards

Miami Virtual Program AZ will distribute the school report card annually which will contain the school's letter grade as determined through the Arizona State Board approved accountability system.

Admission Requirements

Miami Virtual Program AZ students must reside in Arizona to be eligible to enroll in MVPAZ.

If your student(s) experience academic decline while enrolled in the school, a meeting will be held to discuss if the student should be allowed to continue to participate in Arizona online instruction pursuant to ARS15- 808(G). Miami Virtual Program AZ evaluates progress within the Online School and standardized test scores to determine academic achievement. If a student's academic achievement declines while attending Miami Virtual Program AZ, the school's administration meets with the parents to discuss whether the student should continue to participate in Miami Virtual Program AZ. [See Academic Decline Policy below.](#)

All Miami Virtual Program AZ high school student enrollments are considered conditional, pending completed submission of all required documents from the student's previous school(s).

For incoming high school students at Miami Virtual Program AZ, in addition to state required enrollment documents, the following are required:

- Official Complete Transcript(s), defined as:
 - ✓ Complete transcript is one that includes all previous high school credit(s) earned through the most recent complete academic year.
 - ✓ State mandated testing scores must be included on the transcript or supported with additional documentation.

- ✓ Students who enroll without proof of test scores may be required to enroll in a state testing preparation course offered through the school's course catalog.
- ✓ Incoming 9th grade students are required to provide a report card from the end of the 8th grade academic year. Additionally, enrollments received after the dates listed below will not be considered for the current semester:

Semester 1 last day to start:

- HS: 8/31/2021 (must be approved 3 business days prior)
- K-8: 12/1/2021 (must be approved by 11/24/21)

Semester 2 last day to start

- HS: 1/31/2022 (must be approved 3 business days prior)
- K-8: 3/2/2022 (must be approved by 2/23/22)

Enrollment

All Miami Virtual Program AZ Grades students are enrolled solely on a full-time basis. Students must enroll in a minimum of five (5) courses each semester, with a typical course load equaling six (6) courses per semester. Due to state attendance policies, students cannot drop below 5 classes. Students requesting to take more than 6 classes are approved on a case-by-case basis. If a student is interested in taking an additional class, they must be a continuing Miami Virtual Program AZ student, have an "A" average the previous semester and have a compelling educational reason for the additional course. The request will be evaluated and approved by the counselor/administration. No more than 7 courses total will be allowed per semester (not including FYP).

Learning Coach "I Understand" Statements

The purpose of the following statements is to clearly state all expectations for Miami Virtual Program AZ Learning Coaches. As a learning coach, my job is to empower my students to be successful in partnership with MVPAZ staff. To achieve growth and success for my students, I will commit to the following:

- ✓ My students may not be enrolled in any other public school while enrolled at MVPAZ.
- ✓ I **will** log attendance daily because my student (s) has daily attendance requirements that they be expected to meet for their learning and growth.
- ✓ I will make sure my students have access to a computer with a working microphone and internet access, to allow adequate progress in their courses.
- ✓ I will take care of my personal (own) computer repairs.
- ✓ I will contact Stride-customer support if I have issues with the school provided computer.
- ✓ I will ensure that my students submit work on time even if I am experiencing computer difficulties, and will communicate with teachers for needed support, because completing work on time is key to success.
- ✓ I will ensure that 2-way communication with the school is continuous. If school staff cannot reach me through my provided email/phone within 2 weeks, a well check visit will be initiated to ensure student's safety.
- ✓ We will attend required orientations and complete an Online Learning class to be successful.
- ✓ I will ensure that my student attends and participates in all state and district assessments. It is my responsibility to transport my student to and from state testing all days assigned. This is a state requirement and cannot be waived.
- ✓ **I have read all of the above statements and my school email account will show a date stamp for receiving the MVPAZ Handbook, which will serve as my agreement for compliancy of all policies and regulations listed in this document.**

Assessments and Testing Dates

District Required Assessments – Dates

- o NWEA Beginning of Year (BOY) testing: August 3-6
- o DIBELS: 2nd week of August
- o NWEA Mid-Year (MOY) Testing: December 6-10
- o DIBELS: 3rd week in December
- o Interim Assessment #3: March 1-4
- o DIBELS (K-5): 1st and 3rd week in May
- o NWEA End of Year (EOY) Assessment: May 10-14
- o HS Proctored finals: May 23-26

NWEA Online Assessment

All students in kindergarten through 12th grade will take required NWEA assessments. Students will test in math and reading. NWEA Assessments are online comprehensive, standards-based and research supported tests to be administered by teachers through a secure website. The Learning Coach and student will receive login information via Student Email. This is proctored in live Class Connect session online. The purpose of these tests is to provide teachers and the Learning Coach with information on the student's strengths as well as areas which need additional focus this school year. Students will receive a participation score of 100% for completion of these assessments which will be a part of the Participation grade. For more information on NWEA testing, [Click Here](#).

State Standardized Testing

[Pursuant to A.R.S. 15-808 B](#), MVPAZ must notify students and Learning Coaches of mandatory state testing requirements.

MVPAZ students are required to participate in the state-mandated academic assessments. The testing window for standardized testing is determined by the Arizona Department of Education and listed on the school calendar. Specific testing days and locations are distributed closer to the actual testing window. These assessment tools provide useful information to Learning Coaches and teachers about student’s academic progress. Student performance on the state-mandated assessments is an integral part of assessing the success of the virtual school program. If MVPAZ fails to test 95% of its students, the students who did not take the test become ineligible to continue enrollment in Miami Virtual Program AZ. **There is no opt out option available.**

Required State Assessments: AASA, ACT, ACT Aspire, and AzSCI:

Required state assessment are taken in-person and are proctored by MVPAZ staff. We will have testing centers across the state. Computers and testing supplies are provided at each testing center. ALL students in a public school are required to participate.

AASA:

The AASA is the state-wide achievement test for Arizona students. Arizona public school students in grades 3-8 will take the grade level AASA assessments in English Language Arts and Mathematics. Our tentative testing window for the 2021-2022 school year is April 4th – April 29th. Individual testing times, dates, and locations will be communicated in the spring semester.

ACT:

The ACT is a nationwide achievement test for Arizona students. Arizona public school students in grade 11 will take this assessment. Test dates are March 1st, 2021 and April 5th, 2021. Individual testing times, dates, and locations will be communicated in the spring semester.

ACT Aspire:

The ACT Aspire is a nationwide achievement test for Arizona students. Arizona public school students in grade 9 will take this assessment. Our tentative testing window for the 2021-2022 school year is April 4th – April 29th. Individual testing times, dates, and locations will be communicated in the spring semester.

AzSCI:

For school year 2021/2022 AzSCI will be the new science test. It has been developed to assess the science standards changes that occurred in 2018. The test that will be administered in spring 2022 will be a field test. Because it is a prototype, scores will not be released. However, **participation is required.** The AzSCI Field Test will be administered to students in Grades 5, 8, and 11 (Cohort 2023) in the 2021-2022 school year.

AZELLA: English Language Proficiency Assessment:

AZELLA Placement Testing	Testing Dates: Locations through the state
Ongoing During the School Year	Testing May Start Two Weeks Prior to First Day of School

*** AZELLA placement testing is required by the state for any student indicating a language other than English on enrollment documentation, and any student the state identifies as being required to test. This testing must be completed shortly after students are enrolled in school at approved testing centers.

AZELLA Reassessment Testing: Required for any ELL student to complete with placement testing completed PRIOR to February 1st.	Testing Dates: Locations through the state
Can only be provided during the state approved testing window.	Tentative Dates: 2/1/22-3/18/22

*** AZELLA reassessment testing is required by the state for any student identified by the state as needing additional English language support. This includes currently enrolled EL students, students with a parent waiver from services, or other students identified by the state as requiring this test. This testing MUST be completed by students within the testing window and will be scheduled directly with families at approved testing centers.

Medical Needs

We want to make sure our students are safe at our testing site locations. This means that we need to make sure our staff are aware of any medical needs that your student may have. These can include anything that you think we should be aware of and be prepared to handle. If your student has excessive medical needs, please discuss with school staff prior to attending to ensure that your student’s needs are met.

Other Required Benchmark Assessments

All students are **required** to complete assessments in reading and math. The assessments will vary depending on grade level and are standards-based assessments that give teachers and LCs the data they need to monitor student progress and guide instruction. These will be assigned by the student’s teacher with a due date. Students will receive a participation score of 100% for completion of required assessments which will be a part of the Participation grade.

DIBELS

Students in Kindergarten through 2nd grade are **required** to complete the DIBELS reading assessment at the beginning, middle, and end of each school year. Any student who does not Meet or Exceed the benchmark standard on DIBELS will be placed in required instructional sessions as outlined in the Academic Responsibility Policy. Students will receive a participation score of 100% for completion of these benchmark assessments which will be a part of the Participation grade.

OLS Reading Fluency Benchmarks

Students in grades 3-5 are required to complete the Reading Fluency Benchmark assessment at the beginning, middle, and end of each school year. These assessments will help identify student reading levels and guide teachers in providing instructional support for all students. Students will receive a participation score of 100% for completion of these benchmark assessments which will be a part of the participation grade. DIBELS assessments may also be required based on student need and teacher discretion.

STRIDE Arcade

STRIDE is a supplemental program that is conveniently accessed through the OLS. STRIDE Arcade is an engaging teaching tool that motivates students towards mastery and rewards them through games. This program personalizes learning through adaptive technology, customizable educational resources, and game-based incentives. Time spent in STRIDE Arcade will support student mastery of grade level concepts, so students are encouraged to use STRIDE Arcade frequently. STRIDE Arcade may also be assigned as a requirement by the student's teacher, per teacher discretion.

USA Test Prep

USA Test Prep is used for some grades in math and language arts for Interim Assessments and small group progress monitoring of state standards. More information can be found at this link: [USA Test Prep](#). Parents and students may login at any time to review the scores. USA Test Prep Login Page: <https://www.usatestprep.com/Member-Login>

Attendance and Engagement

Attendance Matters: Truancy Prevention Program:

MVPAZ teachers, administrators, and staff work collaboratively to ensure that students are on target to achieve one year of academic growth. We understand that attendance matters and that it is a key component to the success of our students. As a public school, we must adhere to the Arizona state statutes for school attendance.

Research shows that increased attendance will improve test scores, graduation rates and overall student achievement. Be sure that your student has excellent attendance habits by logging in daily, attending class connect sessions, completing assignments and logging attendance from your Learning Coach account.

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

Grade Level	Required Yearly Hours	Weekly Hours	Suggested Daily Hours
Kindergarten	356	20	4*
Grades 1-3	712	20	4
Grades 4-5	890	25	5
Grades 6-8	890	25	5
Grades 9-12	1,080	30	6

MVPAZ reviews student attendance daily and works with families to ensure a child is attending school consistently. We have created a reward system to reinforce to our students that Attendance Matters in our school. *Research shows that increased attendance will improve test scores, graduation rates and overall student achievement.* Rewards and certificates will be provided to students for their commitment to attendance.

How to Enter Attendance

It is recommended that students keep a log of hours for each subject/course worked throughout the day and that the suggested daily hours above are followed. At the completion of each day, the learning coach should log the attendance from the learning coach account. Click this link to watch the [attendance video](#) for directions on how to log attendance. MVPAZ Learning Coaches may log instructional time for students anytime during the day beginning with the first day of the school year and ending the last day of the school year (including weekends and school holidays). More than 12 hours should never be logged on a single day. If a parent logs more than 12 hours of student attendance on a day, detailed documentation of student work must be sent to the Homeroom Teacher.

False Attendance and Student Activity

Logged attendance must reflect student activity (time spent in the online courses). If attendance does not match student activity and or course progress, a mandatory conference will take place between the homeroom teacher and the Learning Coach regarding false attendance. Student and Learning Coach accounts will be locked if there has been no response to a

conference after 72 hours. MVPAZ has the option of removing the false attendance not connected to time spent working in online courses. This deletion of hours can put the student in jeopardy of becoming 10 consecutive days behind in attendance or 10% below the mandated state requirement for attendance which can lead to student withdraw by way of excessive absenteeism.

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

- Entering progress and/or lesson assessments for work not actually completed.
- Not completing written work in provided K¹² materials.
- Progress that does not match attendance. Attendance should reflect work completed in OMS.
- Students using the Learning Coach's account.
- Student takes the same assessment multiple times within a short timeframe.
- There is a difference between work quality, interim assessment scores, and lesson mastery. The student is failing the Teacher-Graded Assignments and/or interim assessments but mastering all OMS lessons with 80% or above. If a student is mastering a concept, he/she should be able to duplicate this mastery on Teacher-Graded Assignments and/or interim assessments.
- Student is moving very quickly through lessons and mastery cannot be verified.

Excessive Absenteeism

The Miami Virtual Program is required to monitor student attendance in accordance with all applicable statutes and State Board of Education Rules. An MVPAZ student is considered excessively absent if, without a legitimate excuse one or more of the following are true.

- no attendance is logged for 10 consecutive school days
- attendance is 10% or more below the required threshold by grade level for the number of days the student has been enrolled
- the student has not logged into the online school for 10 consecutive school days

MVPAZ employs an attendance specialist to monitor student attendance. The attendance specialist notifies families via an auto-dialer phone system, automated text, and school email when a student is missing 3 or more consecutive days by way of student last log in or attendance logged as well as when a student is in danger of being forcibly withdrawn due to excessive absenteeism. Failure to respond to the notices will result in the following steps.

1. The attendance specialist will send a FINAL email informing Learning Coaches that their student is going to be withdrawn for missing 10 or more consecutive days by way of student last login or attendance logged or if attendance is 10% less than the time mandated by state requirements.
2. An email will be sent notifying the Learning Coach that the student has been withdrawn from MVPAZ due to excessive absenteeism.
3. Students withdrawn for excessive absenteeism will be allowed to re-enroll once, but not until the following semester.
4. If a student is withdrawn twice for issues regarding attendance, they are not eligible for re-enrollment.

Absences

Students must meet the required attendance hours cumulatively by the end of each week, month, and school year. Should a circumstance occur that requires an absence that cannot be made up within the school week or if students will be absent 3 consecutive days or more, Learning Coaches must contact their assigned Homeroom Teacher for guidance and complete [The Report an Absence Form](#).

Extended Travel

Families who plan to be out of state for an extended period must notify their teachers. Students must continue to make adequate progress in the Online School, turn in all required assignments and assessments, and plan to attend state standardized testing in the spring.

Vacation policy

Miami Virtual Program AZ is a public school. Students must attend at least 90% of the possible instructional hours for the school year AND must not miss school for ten (10) consecutive days. If a family needs to plan a vacation, this vacation must not include more than 10% of the possible instructional hours and must not last more than ten (10) consecutive days. Assignments due during a family-scheduled vacation must be completed prior to the vacation, and it is the student's responsibility to contact his or her teachers prior to this absence. There are no exceptions to this policy. Assignments that are completed late due to a family-scheduled vacation during school may not be accepted.

Withdrawing Students

Learning Coaches of students who are withdrawing from the Miami Virtual Program must contact their MVPAZ Homeroom teacher and notify him/her of their desire to withdraw. Stride contacts Learning Coaches to schedule an exit

interview and to arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

Process for Withdrawal and Expulsion of Truant or Excessively Absent Students

1. Student attendance will be monitored regularly.
2. Students who miss five (5) or more consecutive days or who have logged less than the 90% of the required hours will be notified. Students are considered excessively absent when they have missed ten (10) consecutive instructional days and/or their cumulative attendance is 90% or less than what is mandated by the state. Miami Virtual Program AZ policy states that we may withdraw any student who does not meet these attendance requirements.

Once a student has been withdrawn from Miami Virtual Program AZ, he or she will receive a letter from Stride detailing all materials that must be returned.

Academic Decline

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

Signs of “**Academic Decline**” include but are not limited to the following:

- HS: Earning less than 2 credits in a semester: Students need to earn credit in all classes in order to graduate.
- MS: Failing Math or English courses-Students failing math or English are further behind and not ready for grade level work when reaching HS.
- K-5: Inadequate progress in curriculum, average progress less than 3% a week per subject.
- Not showing growth in math or English after 4 consecutive testing periods, using multiple summative assessments.

Miami Virtual Program AZ makes every effort to work with all students to ensure their success in their high school courses. However, we recognize that not all students are successful in the online environment for a variety of reasons.

During a semester, student progress is monitored by the administration, Counselors, and Teachers. If a student exhibits signs of **academic risk** over the course of a semester, we will meet with the Learning Coach and student and devise strategies to assist the student.

Signs of “**Academic Risk**” include but are not limited to the following:

- Inconsistent schooling: Students should log into every class each day, attend required sessions and complete assigned work for the day, less than 3% weekly progress per subject.
- Not participating in required supports: Students not attending academic small group sessions or required special support program or related services.
- Nonworking forms of communication: Each family must have a designated form of communication that staff can always reach a family/student. Family must be willing to be on camera for proctored testing and required meetings.

Students may be asked to attend meetings to develop a process for additional support. Students will be provided a multi-tiered level of support based on MTSS, academic recommendations and additional supports needed. These supports can include but are not limited to increased communication, required meetings, F2F interventions, social-emotional referrals, attendance referrals, etc.

If students are not making satisfactory academic progress, we will encourage them to locate an alternate school placement. If your student(s) continues to experience academic decline while enrolled in the school, a meeting will be held to discuss if the student should be allowed to continue to participate in Arizona online instruction pursuant to ARS15-808(G).

The school will perform wellness checks in person to the student’s home for families that are non-responsive to school communication. We are committed to the safety and wellness of our students.

Re-enrollment After School Withdrawal

Students who are withdrawn from the school by way of a school-initiated habitual truancy or excessive absenteeism withdrawal shall not be permitted to re-enroll at MVP AZ until the following semester. Additionally, any student withdrawn by the school on two separate instances, for any reason, will no longer be eligible for re-enrollment in the current, or any future school year. Students and families who seek to appeal the school’s decision may do so, in writing, to the Head of School.

The Online Experience

Introduction to Online Learning

Families are required to participate in a STRIDE course called Introduction to Online Learning. This course will appear in the student's daily plan and will be the first course that the Learning Coach and the student complete together. The course is intended to be completed during the first three days of school. During this time, the LC and student will:

- Receive instructions about how to best use the Online Platforms for school.
- Review daily attendance and login requirements.
- Learn how to use the synchronous tool Class Connect.
- Participate in NWEA diagnostic assessments.
- Receive an introduction to all courses.
- Get directions on communicating with the teacher via our internal mail system called Student Email.

Learning Coach Account

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

Student Account

Creating a student account is required for all students, as this allows students to log into their Class Connect classrooms with their own name. The student account prevents student access to components of the school intended for the learning coach (answer keys, assessments, and other planning sections). MVPAZ **requires all students, grades K-12 to have a student account** that is separate from the Learning Coach login. For students in 3rd grade and above: foreign language courses can only be accessed through the student account login.

The Online School

MVPAZ delivers STRIDE curriculum via the Online School. Students will need to log into the Online School each day and complete lessons. It is there that they will also be directed to live class session with their teachers through their Class Connect list.

Final Exams

Students must take final exams at the end of both fall and spring semesters. Excused absences are not allowed for these exams. To protect test confidentiality, all exams must be taken on assigned days. Students who cheat and/or plagiarize in any way on a final exam or final project shall not be allowed to resubmit it for credit. Final exam schedules are posted in course calendars at the beginning of the semester; further information is posted in course announcements and Emailed to families throughout the semester. Final Exams in the core High School courses, Math, English, Science and History, will be proctored in the Newrow classroom.

Lockdown Browser and Turnitin

For assignments where Lockdown Browser and/or Turnitin are utilized, the use of these programs is required.

Inappropriate Content

Inappropriate and offensive material includes but is not limited to anything unrelated to the assignment or not age appropriate, and items that are slanderous, derogatory, or profane. Any use of profanity, hate speech, bullying, or threatening language within pager, forum discussions, assignment folder submissions and comments, Locker, or ePortfolio will be removed and subject to disciplinary action. Miami Virtual Program AZ can remove content from discussions if it is determined to be inappropriate or offensive and profile pictures without advance notice or permission of the user.

Objectionable Materials

There may be instances when a Learning Coach finds certain lessons, books, or materials objectionable for various reasons (including non-sex education instruction regarding sexuality, religion differences, etc.). Our teachers will work with the Learning Coach to find alternative lessons which will meet the lesson objectives. The assessment for the lesson must still be completed to show that the objectives have been met.

Teachers' Live Sessions

Each teacher will host fun and engaging live teaching sessions as well as open office times throughout the week. The schedule for live sessions is posted in the Teacher Contact Info area of each course as well as noted in Class Connect.

All sessions will be scheduled in the Class Connect area of the OHS and OLS. Some live sessions may overlap occasionally. When this occurs, students can make the decision as to which session they will attend. All teaching sessions will be recorded, and teachers will be available at other times to meet with students as needed when overlap does occur.

Teachers use multiple data points and their knowledge of their students to build robust and fun live sessions. These sessions will be inquiry based and mostly student centered. They will focus on mapped standards and aligned with the scope and sequence of the course. Teachers include pre-requisite skills when applies, mathematical practices for math to increase students' strength is mathematical critical thinking, differentiated instruction, different levels of depth of knowledge questioning technique, and more. The major goal of these live sessions is to provide a positive and fun learning environment that leads to growth.

Live Session Expectations

Webcam Behavior

MVPAZ utilizes virtual classrooms using webcams to conduct meetings and instruction.

Dress Code

Any individual visible on camera (student, parent, others in the home) must abide by the dress code listed below.

- Must always be fully clothed.
- Must not include undergarments worn as outer garments.
- Must not include any reference to a gang or contribute to an atmosphere of threat, intimidation, or negative peer pressure.
- Must not include any defamatory writing, obscene language or symbols, reference tobacco, drugs, alcohol, nudity, violence, or weapons.
- Must not create an exposure in violation of any of the above guidelines when sitting or standing.
- Must not display anything that is otherwise illegal to possess at school.
- Clothing must have adequate coverage to allow full range of movement without undergarments showing.

Home Environment

- Be aware of your background visible by the webcam. Use good judgement in what pictures, items, and people are visible within your camera's view.

Appropriate Behavior

- Come prepared to class and ready to learn.
- Tips for successful participation include sitting at a table or desk, holding the computer still, be aware of your background, dress appropriately, listen and engage in class.

Discipline

When students flagrantly disregard the safety of others, show blatant disrespect to others, or consistently behave in a disrespectful or unsafe way:

- The student will be subjected to consequences and positive behavior support to ensure that the student will make better choices in the future. Consequences might include:
 - Verbal or written warning
 - In-School Suspension
 - Out of School Suspension
 - Expulsion
 - Repayment for damages
- The student will work to earn back the trust of the school community by actions such as:
 - Genuine apology to injured or affected parties
 - Demonstration of appropriate behaviors following the incident
 - Repair or replace any damaged items Due process to protect the rights of students
- All students will be treated with dignity and respect as they go through correction procedures. The administration will see to it that their rights are protected through the process. If parents feel their student has not been treated fairly, they may request a hearing with the School's Board of Directors (the "Board") in accordance with the applicable School grievance policy.
- Parents will be notified when students are involved in situations that are deemed to be serious.
- Parents and students will be notified of the expectations, possible consequences, and the procedures involved in this policy at the beginning of each school year.

Teachers' asynchronous interaction

Teachers support their students outside of live instruction through open office hours, assignments detailed feedback, course announcements, courses landing page info, emails, newsletter, progress reports, and 1-1 student/LC-teachers conferences.

Socialization

Outings

To assist parents in providing social experiences for their students, Miami Virtual Program AZ hosts outings throughout the state. These outings may be attended by any student, regardless of the area in which a family resides. It is Miami Virtual Program AZ's goal to provide quality and educational outings that also promote a social atmosphere.

MVPAZ Clubs

It is Miami Virtual Program AZ's goal to foster a sense of community for our families during the school year. To help families build more meaningful relationships, Miami Virtual Program AZ offers in-person and online clubs based on students' and families' interests. Clubs meet online and/or at specific locations throughout the state. Clubs will meet once a month. Miami Virtual Program AZ teachers facilitate clubs in which students may participate.

Further information about clubs can be obtained by contacting the staff sponsor(s) as well as checking the school announcements or attending Homeroom Hour for updates and activities.

<https://www.mvp-az.com/school-community/clubs>

Student Interactions

Interaction among students is encouraged to develop relationships and foster collaboration. MVPAZ staff do not share student information with other students. However, students may voluntarily share contact information with their peers so long as they do not share it in a public forum (such as course discussions or in the main chat during recording sessions). Using private messaging during sessions is the recommended way for students to share their contact information with one another. It is the parent responsibility to discuss with your child what to share prior to sharing.

Some teachers may make use of (optional) Skype groups in grades 7-12. Students are advised that their Skype contact information is generally accessible by other group members and participation in the group should be first discussed with a parent or guardian.

Academic Responsibility

Miami Virtual Program AZ is a public online school accountable to state and federal education requirements. The academic program includes support for all students to achieve proficiency with grade level academic standards. Students may be required to attend live Class Connect sessions in all core content areas to support their growth. Students who do not demonstrate proficiency with grade level standards are required to actively attend and participate in an increased number of instructional sessions as designated by an MVPAZ Highly Qualified teacher. Failure to attend and participate in instructional sessions designed to address a gap in achievement will result in academic probation and may result in withdrawal if non-compliance with school policy continues. [See Academic Decline above.](#)

Definitions:

- **Grade level:** K – 12
- **Grade level proficiency:** Assessment of student proficiency may be determined using one or more of the following academic indicators: AASA assessment scores; course progress; NWEA MAP assessments; USA Test Prep assessments; school-based diagnostic assessments; DIBELS; teacher-graded assignment submissions; additional teacher-designed, standards-based assessments.
- **Instructional sessions:** Instruction will take place in Class Connect Monday-Friday. The required number of sessions will be communicated to the student and Learning Coach in writing by the teacher prior to the start of the sessions. If it is determined that a student should not be required to attend sessions, the Class Connect sessions will show up on the schedule as optional. The Highly Qualified teacher will determine instructional goals, weekly instructional time, and criteria to demonstrate proficiency based on student data.
- **Required attendance:** Students are required to attend instructional sessions as assigned. Learning Coaches and students will be notified by school email of the required Class Connect sessions and accompanying instructional goal(s). Required sessions will appear on the student's OMS account under Schedule.
- **Active Participation:** Students are required to join Class Connect sessions on time and consistently. Students must engage with the academic content and the teacher by use of the dialogue box, microphone, and/or whiteboard as appropriate within the lesson. Teachers may choose to issue an absence to the student if the student is not actively engaged in a required instructional session.
- **Failure to attend and participate:** Students are allowed two (2) unexcused absences within the determined instructional cycle. Additional absences will be addressed through the escalation of support (academic probation).
- **Instructional Cycle:** A six-week period in which instructional goals are addressed.

Procedures:

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

- This process will repeat as needed to ensure students achieve proficiency with grade level standards.

Online School Account Lock Policy

Miami Virtual Program AZ will lock students' accounts for the following reasons: logging false attendance, being non-responsive to teachers/staff, and not participating in school required testing or state testing (AASA/ACT/ACT Aspire/AzSCI/AZELLA). Students' accounts will remain locked until the homeroom teacher is contacted by the legal guardian to determine how the student and or learning coach will comply with the schools' policies. If your student's account is locked this means that they will not have access to their courses, and you cannot enter attendance. If no contact has been made after 10 consecutive days, the student may be withdrawn for excessive absenteeism. Additionally, the school may perform wellness checks in person to the student's home for families that are non-responsive to school communication. We are committed to the safety and wellness of our students. Please contact your students' homeroom teacher as soon as possible - contacting the front office will not suffice.

Special Education students or students with a 504 plan will not have their curriculum locked.

Schedule Change Policy

The following deadlines apply to schedule changes. It is important that all students must observe these deadlines and make plans accordingly. In addition to deadlines, there are other requirements that should be carefully followed as listed under the Pre-Requisite and Comment Sections below. Changes in schedules could result in a delay in course access. It is the student's responsibility to reach out to the teacher and get caught up. **All late start students must request schedule changes within one week of course placement.**

Please be aware that a request for any change in a student's schedule should be based on compelling educational rationale.

<u>ACTION</u>	<u>Semester 1</u>	<u>Semester 2</u>	<u>Comments</u>
<p><u>Add Course</u> <i>Pre-Requisites:</i></p> <ul style="list-style-type: none"> • Learning Coach permission form submitted to counselor by email • Students must present a solid rationale for the course change. 	8-31-21	1-31-22	<ul style="list-style-type: none"> • Students may add up to 7 courses a semester (Not including Online Learning, Advisory). • Student must be a continuing MVPAZ student, have an "A" average the previous semester and have a compelling educational reason for the additional course. This request must be evaluated and approved by the counselor/administration.
<p><u>Change Course</u> <i>Pre-Requisites:</i></p> <ul style="list-style-type: none"> • Learning Coach permission form submitted to counselor by email • Students must present a solid rationale for the course change. • Please see the bottom of the page regarding electives 	8-31-21	1-31-22	<p>Acceptable rationale can be:</p> <ul style="list-style-type: none"> • Error in placement • Final Summer School Adjustments • Misplaced Levels (Honors, Comprehensive, AP®) • Disability- Based Needs • Demonstrable career goal changes for which a course change is necessary <p>Changing one's mind, wanting a different teacher, and not completing the course selection survey are not acceptable reasons for changing a course.</p>
<p><u>Drop Course</u> <i>Pre-Requisites:</i> Permission from:</p> <ul style="list-style-type: none"> • Learning Coach permission form submitted to counselor by email • School Counselor approval 	<p>No Penalty 9-15-21</p> <p>Drop with a "W"</p> <p>students may not withdraw from a course after this date.</p>	<p>No Penalty 2-15-22</p> <p>Drop with a "W"</p> <p>students may not withdraw from a course after this date.</p>	<p>A Student cannot drop a course if:</p> <ul style="list-style-type: none"> • Student is passing the course with a "C" or higher • Dropping the course will result in carrying fewer than 5 classes for that semester regardless of the total credits being carried • The request is made after the established deadlines • Permission from all parties is not obtained
<p><u>Change Levels</u> <i>Pre-Requisites:</i> Student meets the course pre-requisites as listed in the course catalog Permission from:</p> <ul style="list-style-type: none"> • Students will have to discuss their reasons for wanting to change levels with the counselor/teacher first. • Learning Coach permission form submitted to counselor by email 	8-31-21	1-31-22	<ul style="list-style-type: none"> • Change of levels from an Honors course or AP course down to the comprehensive level will be made if the student demonstrates clearly that the current course level is too difficult for his/her documented ability. • Students enrolled in AP® or Honors courses must receive a grade of A, B or C to remain in the same level of course for the following semester. • Students enrolled in Honors courses must submit the Honors project (or the first portion) by a specific date, communicated by the teacher in the course calendar. Students who do not submit this project by this date will be removed from the honors course immediately

• School Counselor approval	deadline above	course change deadline above	and placed in the Comprehensive level.
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Please keep in mind:

- Elective courses will not be changed. Elective courses are chosen for students based upon the student survey sent out each semester. If a student does not complete the survey by the deadline, a counselor will choose the student’s electives.
- Students that request to withdraw from MVPAZ within the last two weeks of the semester will have their final grades appear on their transcripts, and the official date of withdrawal will be after the conclusion of the semester. Students are not permitted to withdraw from any classes within the last 10 days of the semester.

Middle School Students taking High School Courses

Students who are in middle school and request to take high school courses must meet all the requirements below to be considered:

- 8th grade students may enroll in high school courses in the fall semester only.
- Students can only move into 9th grade at the start of the school year in the fall semester.
- The student must have completed all MS curriculum in that content area to enroll in a HS course.
- Assessment scores must support that the student is academically ready to move up.
- Middle School work samples must have been submitted on time and the student must be up to date on attendance.
- Student’s beginning year assessment must meet the threshold for proficiency at current grade level in subject.

Graduation Requirements

To be eligible to earn a diploma, Miami Virtual Program AZ students must complete at least 23 credits. Additionally, the student’s final semester of high school must be completed at MVPAZ to earn a diploma from this institution. Lastly, beginning with students in the class of 2017, Arizona students will be required to pass a civics test per the American Civics Act (HB 2064) to be eligible to earn a diploma.

Students must earn the following credits to graduate:

- 4 credits English
- 4 credits Mathematics (including Algebra I, Geometry & Algebra II)
- 3 credits Science (including Biology)
- 3 credits Social Studies (World History, US History, Government & Economics)
- 2 credits Fine Arts or CTE
- 1 credit Health or PE
- 6 credits Electives *

* Foreign Language is a university admission requirement, not a state graduation requirement

** For students not planning on attending a university, Journalism, Public Speaking, and Creative Writing A & B (or any combination of those) can replace up to 1 credit of English EXCEPT for English 3A/3B (American Lit. A/B).

Graduation Plans

Your Counselor will update each student’s Grad Plan and send notice when that is updated via email. It is available to all students in their Quick Links on their home page:



- Credits Required
- Credits Earned
- Credits Needed
- Grades and Credits earned by course
- 4 Year Course Plan
- Student Action Plan

If you would like to meet with your counselor to discuss your Graduation Plan and credit check you can sign up for an appointment by contacting your counselor.

*If we do not have the appropriate transcripts from previous schools the Graduation Plan may not be complete or accurate. We can only include the records that we have received, so please ensure that we have all transcripts from any previous school as soon as possible.

TALLO:

All students in 8-12th grades will have access to Tallo, it is for ages 13+ for free through their Quick Links (see paper clip image above).

<https://app.tallo.com/login>

Students can build a resume and connect with what you want to be when you grow up. English courses will incorporate pieces of Tallo along the way too to give MVPAZ students a leg up for post high school. It is like a “LinkedIn” for students that only colleges and employers can search. Tallo is a closed network, meaning a student profile can’t be viewed by another student, or another company or college not on the Tallo platform. All companies and colleges on Tallo must complete a background check and verification process to help ensure students’ personal information is kept safe and secure.

Students can:

- Showcase their skills, experiences, and interests.
- Organize goals
- **Match with \$20 billion in scholarships**
- Discovered by colleges, companies, and organizations looking for talent
- Share profiles as a resume via PDF or Link

College and Career – Arizona Career Information System (AzCIS)

The Arizona Career Information System (AzCIS) is a free resource sponsored by the Arizona Department of Education. This site is great for researching schools, degree programs, careers, alternative education pathways, financial aid, and scholarships in Arizona. Students can create, save, and maintain a 4-plan, resume, and career planning portfolio. The AzCIS has a wealth of information to help students plan their future. Once you have logged into AzCIS, you will need to create your own username and password. You will then use your username and password to log on to the AzCIS.

<https://azcis.intocareers.org>

First time login info (You will create your own username and password after your 1st login): Username: MVPAZ06
Password:4azcis02

Report Cards

Fall semester transcripts are emailed in January, and spring semester report cards are issued in June. Progress Reports will be sent through email weekly.

Transcripts

To request transcripts please complete this [Records Request Form](#).

If you need to send transcripts to MVPAZ, please fax 602-734-9123, email records@mvpaz.org or mail:

Miami Virtual Program AZ

Attn: Records Clerk

PO Box 2070

Miami, AZ 85539

Appeal of Final Semester Grades and Awarding of Credit

Students and parents may appeal a student’s final grade or the school’s decision to award credit for a course up to 30 days after the end of a semester. Appeals will not be considered later than 30 days after the end of a semester.

Promotion/Retention policy

Year to year promotion of a student in grades one through eight will be based upon standards for each basic subject area as identified during study. MVPAZ may conduct a ceremony to honor pupils who have been promoted from 8th grade.

Standards students must achieve shall include accomplishment of the standards in reading, written communication, mathematics, science, and social studies adopted by the State Board of Education.

Promotion of a student from grade three shall be conditioned on the satisfaction of the applicable competency requirements prescribed by A.R.S 15-701 and depicted in Administrative Regulations IKE-RB. In addition to these standards, test scores, grades, teacher-principal recommendations, and other pertinent data will be used to determine promotion.

Retention of students is a process that is followed when the professional staff, in consultation with the parent determines it to be in the best interests of the student. Though primary grades are suggested as the most appropriate time, retention may be considered at any grade level from first to eighth.

When circumstances indicate that retention is in the best interest of the student, the student will have individual consideration and decisions will be made only after a careful study of facts relating to all phases of the student’s growth

and development. The student’s academic achievement level and mental ability are important, but physical and social characteristics are also important factors. A decision should be based on sufficient data, collected over a period of time and motivated by a desire to place students in school programs where they will be the most successful.

8th Grade Promotion Policy

For an Miami Virtual Program AZ student to receive a promotion certificate and participate in the virtual promotion ceremony, he/she must have earned a D or better in 2 or more of the core classes (Math, Language Arts, History and Science) by the end of the second semester. 8th grade students who are failing courses at the end of first semester will meet with their homeroom teacher to establish a plan for success in the second semester. Students at risk of being retained will be notified by admin prior to the end of the school year.

HS Grade Promotion and Awarding of Credit for High School

Students are promoted based on their cohort year (determined by their grade level when they enrolled in school). To earn a diploma, students must complete the 23 required credits. Credit is not awarded for courses in which a student earns an F or fails to log 90% (65 hours per course) of the required attendance.

Students may repeat a course in which they have earned an F. If the student passes the course on the second attempt, they will receive that grade, but the previous failed course will remain on the transcript. Credit is granted for courses in which the student completes the attendance requirement and earns an A, B, C or D. Students may repeat courses for a higher grade if they choose to do so. If this occurs, credit will only be granted once for that class and the other course will receive credit for an elective class. Credit can’t be earned for the same class twice. Grade-level classification is assigned by the state and based off the first year a student enrolls in 9th grade.

Grades

Grades for K-5:

For each grading period, the letter grade is based on the weighted grading scale below. Students’ grades are based on OLS progress completed, assessment scores of online lessons (3-5th grade only), monthly work samples, and participation (outlined below). Grades for students receiving special services through Direct Instruction will be given grades in Literature, Writing/Composition and/or Math based on attendance in required DI sessions, works samples, assessments, and participation. Students who do not complete monthly work samples and/or required assessments will be placed in tiered escalation support. Report cards are sent at the end of each semester and will be sent out in January and June.

Final Grades Breakdown – K-1			
Course	OLS Progress	Work Samples	Participation
Math	70%	20%	10%
Phonics (<i>reading</i>)	70%	20%	10%
Language Skills (<i>writing</i>)	75%	25%	
Literature	100%		
All other courses	100%		
Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%			

Final Grades Breakdown – 2 nd Grade			
Course	OLS Progress	Work Samples	Participation
Math	70%	20%	10%
Literature	70%	20%	10%
Writing Skills	75%	25%	
History	100%		
Science	100%		
Art	100%		
Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%			

Final Grades Breakdown – 3 rd 4 th , 5 th Grade				
Course	OLS Progress	OLS Assessment Scores	Work	Participation
Math	30%	30%	30%	10%
ELA	30%	30%	30%	10%
History	70%	30%		
Science	50%	50%		

Art	80%	20%		
3-5th Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%				
Final Grades Breakdown – 6th to 8th				
Course	OMS Assessment Scores	Teacher Graded Assignments	Participation	School level Assessments (NWEA, Interims, USATP)
Language Arts	50%	20%	20%	10%
Math	50%	20%	20%	10%
History	60%	20%	20%	
Science	60%	20%	20%	
Art	100%			
Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%				

In-year Enrollees (Late Start): All in-year enrollees are expected to start at the current pacing in each course, as of the week of enrollment. All previous work will be excused.

K5 Progress

Progress in the online school is based on the percentage of mastery of lessons and assessments. Lesson mastery is demonstrated by a score of 80% or above on lesson checkpoints or assessments. OLS progress is calculated by percent of student’s progress to required goals and is pro-rated to the student’s school start date. Students are expected to complete 25% of the curriculum in every course each quarter. This will count as a percentage of the student’s total grade (see Final Grades Breakdown table above for specific grade level weight).

K5 Teacher Managed Schedule

Student lessons will be scheduled by teachers in the OLS. Lessons will populate on the students’ plan each day, and lessons that are not completed on that day will show as Overdue until they are completed. Students may have lessons added or replaced throughout the year to allow time for completion of district and school level assessments. Students are expected to follow the lesson plan as it is scheduled. If a Learning Coach or student has any concerns about completing the lessons as scheduled, please reach out to your homeroom teacher.

OLS Assessment Scores

OLS assessment scores are based on the actual scores earned on lesson and unit assessments. The OLS assessment score total is calculated by averaging the individual earned scores. If an assessment is retaken, the most recent assessment score will be used in this average. This will count as a percentage of 3rd through 5th grade students’ total grade (see Final Grades Breakdown table above for specific grade level weight).

Work Samples

All students are **required** to submit quarterly in Reading, Writing, and Math as determined by each grade level and will be part of the Work Sample grades. All submitted work will be evaluated by the student’s homeroom teacher. Assignments must be submitted by the due date and meet the objectives to earn full credit. Late or unsatisfactory assignments will affect a student’s grade. Assignments submitted late will be deducted 10% for each day the work sample is late. Assignments received 10 or more days after the due date may receive a grade of 0% but are required for end of year promotion eligibility. Teacher graded assignments provide teachers with valuable information about student abilities and comprehension of the curriculum. This will count as a percentage of the student’s total grade (see Final Grades Breakdown table above for specific grade level weight). Failure to complete work samples on time can result in a score of 0.

Grades for 9-12

Miami Virtual Program AZ 6-12 grades are determined by the sum of points a student earns on all graded assignments and tests. Class participation can be a graded assignment in the course.

Final Grades Breakdown – 9th to 12th					
Course	OMS Assessment Scores	Final Exams (if applicable)	Teacher Graded Assignments	Participation	School level Assessments (NWEA, Interims, USATP)
English	40%	10%	20%	20%	10%
Math	40%	10%	20%	20%	10%
History	50%	10%	20%	20%	
Science	50%	10%	20%	20%	
Electives (CRE)	90%	10%			
Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%					

*Extra credit point will be no more than 10% of total grade.

Class Rank and Honor Roll Determination

Class rank is determined by rank ordering the cumulative grade point average of all students within a grade level. The following values are assigned to semester grades in each course:

A = 4 B = 3 C = 2 D = 1 F = 0

Any student who fails a course (F) will not earn credit. If that credit is required for graduation the student will need to retake the course later.

Advanced Placement®/Honors courses carry the following weighted value*.

A = 5 B = 4 C = 3 D = 2 F = 0

Students earning a semester grade point average of 3.0 or higher are eligible for the Honor Roll.

**Students enrolled in Advanced Placement® courses must receive a grade of A, B or C to remain in the same level of course for the following semester. Students who do not earn a grade of A, B or C in Advanced Placement® will be placed in the Comprehensive level of the course for the following semester.*

Students enrolled in Honors courses must submit the Honors project (or the first project, if there are multiple projects in a semester) by a specific date, communicated by the Course Teacher in the course calendar.

Students who do not submit this project by this date will be removed from the honors course immediately and placed in the Comprehensive level of the course for the remainder of the semester. Students who do not earn a grade of A, B, or C in their Honors course or who do not complete all honors projects (if there are multiple projects in a semester) will be placed in the Comprehensive level of the course for the following semester.

Warning: If a deadline has passed and the teacher has not entered a zero for that assignment, the student's grade may be temporarily inflated. Zeros are typically entered the day after the Due Date on the Class Plan (calendar).

Honor Roll

Honor Roll for grades K-12

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

- Cumulative grade average of 85%, with no grade lower than a "B"
- Attendance at or above expected hours
- All work samples submitted on-time and meet the required objectives
- All interim assessments completed on-time
- No referrals to Tiered Escalation Support
- No student conduct notices issued

Principal's Honor Roll for grades K-12

K-12th grade students meeting the following qualifications will be recognized for being on the Principal's Honor Roll.

- Have all straight A's
- No referrals to Tiered Escalation Support
- No student conduct notices issued

Grading Policies

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

Assignment Due Dates for grades 6-12

- Graded assignments – whether teacher- or computer scored – are listed on the Class Plan (course calendar). Students are most successful when they work on what is currently due in the course. Students are encouraged to plan their schedules so they can get their work done each week by Sunday. The due date on the calendar is recommended and a zero will be entered the day after the due date if the assignment has not been completed or submitted. However, after zeros are entered, assignments can still and must be completed and submitted ***no later than midnight, on the Sunday following the due date.*** At the end of each unit, there will be a "Make up day" where students can work on

- any missing assignments within the unit.
- Under extreme circumstances, teachers may allow extensions on assignments as approved by the principal. ***Families should never assume that teachers will automatically grant these requests.*** due date extensions *must* be requested *before* the due date of the assignment during the school week. Requests received on or past the due date, or on a non-school day, will not be granted. All exceptions must go to the teacher first and then be approved by the principal.
- In case of computer or internet-issues, students are required to contact their homeroom teacher immediately to communicate the issue, so please have a hardcopy of all teachers' names and phone numbers. Computer or internet issues will not be considered for exceptions.
- **Please be aware that because of the point values assigned to teacher-scored assignments, it is mathematically impossible to pass a course without completing them.**

Guidelines for Integrity in Assessments and Assignments

Assessments, such as quizzes, and tests, are a critical part of any academic program. They offer important information about the student's progress toward mastery. This information is helpful only if accurate. It can be accurate only if the assessment represents the student's work and only his or her work.

Unless otherwise instructed by the teacher or by a specific assessment, the student is expected to honor the following principles while taking assessments:

The student will...

- Take the assessment independent of any assistance.
- Not copy or redistribute any part of the assessment in any way—electronically, verbally, or on paper.
- Treat the assessment as “closed book”—meaning that he or she may not use any textbooks, references, or other materials (printed or electronic) during the assessment—unless the teacher or the specific assessment otherwise instructs (for example, the student is specifically told to refer to certain pages in a book as part of the assessment).
- Treat the assessment as “single browser”—meaning that during the assessment the student may not log in a second time to the course or open the course or related materials on another browser on another computer.
- Give answers that represent his or her work and *only* his or her work, free of any outside assistance. The student will not plagiarize or cheat in any way.
- Not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.

The student will be asked to submit written assignments for teachers to grade. The student's written work should be completely free of plagiarism. Plagiarism is copying another person's work without providing direct reference to the author, original print material or website. Put simply, always give credit where it is due. The student must ask his or her teacher if he or she has questions regarding citing sources. Some assignments do not require citing sources, and if copied from another source and is not original work, it is considered cheating. Remember that Miami Virtual Program AZ utilizes web tools to check for student plagiarism and cheating.

Unless the teacher or the assessment's specific directions state exceptions, the student is expected to follow these principles while taking assessments and completing written assignments. Only by honoring these principles can the student assure both academic and personal integrity.

Plagiarism

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

- Copying, paraphrasing, or summarizing another person's work without citing that source.
 - Using material, including photographs, from the internet or any other source and representing as the student's own, even if he or she has changed some of the words.
- Having someone else write the assignment or rephrase any portion of that assignment.
 - Directly copying or rephrasing student aids (Cliff's Notes, for example), critical sources, or reference materials in part or whole without acknowledging those sources.

Source Citation

Many courses require written work where students need to cite sources. Any direct quotations from a 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 a student cites information found on a website, he or she must

provide the complete web page or site title, URL, author (if known), page number (if applicable), publication date of the site (if available), and date of access.

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 or on the final exams. Students are not permitted to share work with other students on unit tests or final exams. If a student does not complete his or her own work or shares work with others on unit tests and/or final exams, he or she will not receive credit for the work and is at risk of suspension or expulsion from Miami Virtual Program AZ.

Students must cite sources in all assignments, tests, and exams. Students do not receive credit for work that does not appropriately cite sources.

Academic Integrity

All assignments are assumed to be the student's original work. Therefore, if the student utilizes any ideas that are not his or her original thoughts, the student must cite his or her sources using MLA format or approved format as instructed by the course teacher. A student who fails to abide by these standards will be reported to the high school assistant principal and will be subject to disciplinary action.

Penalties

At MVPAZ, plagiarism charges are cumulative per course. Plagiarism charges will restart when a student begins a new course (for example going from LAC 2 to ENG 3).

- 1st Offense – the student shall earn a “0” for the assignment but *may* resubmit a revised version of it *only* after he/she has met with the teacher, via Class Connect, phone, or instant messaging, to discuss and submits properly cited work.
- Subsequent Offenses – the student shall earn a “0” for the assignment; there is no opportunity to resubmit a revised version.

Please note that because Miami Virtual Program AZ considers plagiarism and cheating a serious offense, these consequences apply to all instances of plagiarism in a student's high school career here at Miami Virtual Program AZ, regardless of grade level or subject.

Consequences of Cheating:

- When it has been determined the student has cheated, the student will receive a zero and will not have another opportunity to resubmit the assignment.
- The student will not be able to make up any assignment in which a zero was received due to cheating for Raise My Grade.
- The natural consequence of cheating is failing a course if the number of zeros entered due to cheating mathematically results in a grade of 59% or lower.

Cheating on Final Exams

Because final exams come after the semester has ended, any cheating on a final exam will result in an automatic zero.

Conduct and Communication

Student Code of Conduct

MVPAZ students are subject to the rules and restrictions implemented by Miami Virtual Program AZ and the Student Code of Conduct while on or using school property, at testing sites, while interacting online, and at or traveling to school-sponsored activities. Students enrolled in MVPAZ should be aware of the following guidelines, expectations, and consequences.

Communication

Consistent and cooperative communication provides a vital link between MVPAZ teachers, Learning Coaches, and students. All must work together as a team to maintain positive and open lines of communication. Students are an important part of this team as well. Teachers are available daily via Student Email, telephone, or in scheduled.

MVPAZ Staff communication

- Staff will hold Open Office Hour Class Connect sessions each week.
- Staff will respond to phone or Student Email communication within 24 hours during school days/weeks.
- Staff will be available through instant messages (IM) from 8:00 a.m. to 4:00 p.m. Monday through Friday. Miami Virtual Program AZ teachers will not be available to send and receive student instant messages before 8:00 a.m. or

after 5:00 p.m. Students and families are encouraged to use instant messenger to contact their teachers, but it is not required. This is the fastest and easiest way to reach your teacher, or counselor!

Student Email

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

Email

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

It is best practice to have an LC email specifically for all school communication. It is strongly suggested to create an email like XXXX@gmail.com

Data Conferences

Learning Coaches and students are required to participate in conferences with their homeroom teacher and other support staff as needed. They will focus on the student strengths and areas of improvement. All conferences take place either via telephone, ZOOM, or in Class Connect (our online classroom).

Acceptable Use Guidelines for the Internet:

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

Discipline

When students flagrantly disregard the safety of others, show blatant disrespect to others, or consistently behave in a disrespectful or unsafe way:

- The student will be subjected to consequences and positive behavior support to ensure that the student will make better choices in the future. Consequences might include:
 - Verbal or written warning
 - In-School Suspension
 - Out of School Suspension
 - Expulsion
 - Repayment for damages
- The student will work to earn back the trust of the School community by actions such as:
 - Genuine apology to injured or affected parties
 - Demonstration of appropriate behaviors following the incident
 - Repair or replace any damaged items

Due process to protect the rights of students will include:

- All students will be treated with dignity and respect as they go through correction procedures. The administration will see to it that their rights are protected through the process. If parents feel their student has not been treated fairly, they may request a hearing with the School's Board of Directors (the "Board") in

accordance with the applicable School grievance policy.

- Parents will be notified when students are involved in situations that are deemed to be serious.
- Parents and students will be notified of the expectations, possible consequences, and the procedures involved in this policy at the beginning of each school year.

Dangerous or Disruptive Conduct

The following conduct is considered “dangerous or disruptive conduct” and is always prohibited and places associated with the school. Descriptions and consequences are directed by Arizona Revised Statutes including: A.R.S §13-2911; A.R.S §5-110; A.R.S §15-341; A.R.S §15-841.

These behaviors and any activity that violates federal state, or local law or regulation not included on this list is subject to school consequences and involvement of local law enforcement. Students with knowledge of dangerous or disruptive conduct have the responsibility to report such behavior to school administration. Failure to do so will subject a student to appropriate disciplinary sanctions.

Aggression/Assault/Battery

Unlawful physical or verbal attack on another student or staff member. This includes verbal provocation, minor aggressive acts, and placing another person in fear of a harmful attack.

Arson, Burglary, Theft or Criminal Mischief

Willful and malicious destruction or property; entering and remaining on a property that is not open to students; and/or taking or concealing property that belongs to the school or others without permission.

Bullying/Harassment/Intimidation

Miami Virtual Program AZ are committed to a safe educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, or bullying. “Harassment, intimidation or bullying” means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property;
- Has the effect of substantially interfering with a student’s education;
- Is so 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.

Behaviors/Expressions Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, hazing, threats or other written, oral, physical or electronically transmitted messages or images.

Arizona State Laws That Cover Bullying

[Arizona Revised Statutes §15-341.37. General powers and duties; immunity; delegation](#) [Arizona Revised Statutes §15-2301. Hazing prevention policies; definitions](#)

Disorderly Conduct/ Defiance of Authority

Failure to comply with a reasonable request by school staff to abide by rules or follow a direction. Conduct that disrupts the educational environment including profanity, arguing, obscene gestures, or leaving classroom/site without permission.

Gang-related Activity

Dangerous or disruptive activity including, but not limited to wearing, displaying, or possession evidence of gang membership; using a name associated with gang membership; or designating an area for gang activity or ownership.

Sexual Harassment or Offenses

Unwelcome sexual contact or conduct, whether it be verbal or physical. This includes possession or transmission of sexually explicit content and fabrication of sexual harassment charges with malicious intent to defame character.

Technology Use Violation

Inappropriate use of cell phone, computer, camera, internet, or email that violates school policy; federal, state, and local laws; or the privacy of others. Posting material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing “spam” mail, chain e-mail, viruses, or other intentionally destructive content.

Threats

Threatening to cause physical injury to an employee or student, or damage to an educational institution. This includes violations of A.R.S. §13-2911.

Tobacco, Alcohol and Illegal Drugs

Use, possession, sale, purchase or distribution of alcohol, tobacco, and other drugs is prohibited. Use of prescription drugs is not allowed onsite unless approved through medicine administration guidelines listed within this document.

Sabotage

Damaging or defacing school property or personal possessions of others.

Weapons/Dangerous Instruments

Possession, use, sale, or display of any functional or non-functional weapon or instrument capable of causing death or serious physical injury. This includes fireworks and noxious or flammable material.

Search and Seizure Policy

School staff understand a student's right to privacy and freedom from unreasonable search and seizure of property as guaranteed under the Fourth Amendment. However, school staff reserve the right to search and seize property when there is a reasonable suspicion that students may possess an item detrimental to the health, safety, and welfare of the student and/or others. This includes personal property such as backpacks, clothing, electronic devices, and other items, as well as school property.

Restraint and Seclusion Policy

School staff may only use restraint or seclusion techniques in accordance with A.R.S §15-105 if a student presents an imminent danger of bodily harm to self or others and less restrictive interventions appear insufficient to remove the danger. Any use of restraint or seclusion will be documented and reported to the parent in written or oral form.

Due Process and Consequences

School administration shall adhere to the following when investigating a violation of the Student Code of Conduct, including Dangerous and Disruptive Conduct:

- Student may be immediately removed from scene of violation and/or lose access to MVPAZ instructional computing resources, which could result in his/her inability to complete learning activities.
- A prompt investigation (within 5 school days) will be completed by school administration.
- Results of the investigation will be shared with the parent along with disciplinary decision which may include:
 - Suspension or restriction from live classes.
 - Suspension or expulsion from MVPAZ.
 - Involvement with law enforcement agencies and possible legal action.

Students and families who seek to appeal the school's decision may do so, in writing, to the Head of School.

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

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

MVPAZ assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate, or offensive. MVPAZ assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources.

MVPAZ 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 MVPAZ, its affiliates, or its employees. MVPAZ assumes no responsibility for damages to the user's computer system.

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

Reporting Bullying

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member.

If a staff member receives notice of bullying from a student or family, she/he will provide written notice, through email, to the Head of School within 24 hours. The Head of School will review the provided information and determine if further investigation is necessary. All reports of harassment, intimidation or bullying will be maintained by the Head of School for 6 years in the schools SharePoint > Admin site. After 6 years they will be shredded/destroyed.

False Reporting

Any student who falsely reports instances of harassment, intimidation or bullying may be subject to disciplinary action.

Provision for communication to students

Every year, Miami Virtual Program AZ will provide students and families a copy of this policy. All reported incidents of bullying will be investigated by school administrators and staff.

Investigation of alleged bullying

The investigation will include, at a minimum:

1. An interview with the complainant;
2. An interview with the alleged aggressor;
3. A review of any previous complaints involving either the complainant or the alleged aggressor; and
4. Interviews with the other students or staff members who may have knowledge of the alleged incident.

The principal or designee may determine that other steps must be taken before the investigation is complete. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the school will provide the parent/guardian and/or the student with weekly updates.

No later than two (2) school days after the investigation has been completed and submitted to the Head of School, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:

1. The results of the investigation;
2. Whether the allegations were found to be factual;
3. Whether there was a violation of policy; and
4. The process for the complainant to file an appeal if the complainant disagrees with the results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

Consequences for students who are found guilty of bullying, or for falsely accusing another of bullying, will be disciplined in one of the following ways, as determined by the Head of School: Staff/student conference, referral to administration, parent notification, parent/guardian meeting, suspension, referral to law enforcement, or recommendation for expulsion.

Discrimination Policy

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

School Property

Miami Virtual Program AZ provides books and other curricular supplies. These materials are school property and must be kept in good condition. Learning Coaches are responsible for the repair or replacement of all lost, stolen, or damaged school property. A list of property that must be returned is available in the OLS. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted, and unauthorized copying of that material is a copyright infringement.

Materials cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school. Learning Coaches are to comply with this policy and all the terms and conditions of the Agreement for Use of Instructional Property submitted with enrollment materials. For questions regarding materials please call 866.512.2273 or visit <http://help.k12.com/support/materials>.

Mobile Devices

The school may contact students and families by phone and will use the numbers that were given upon enrollment. Miami Virtual Program AZ is not responsible for charges incurred on cell phones or mobile devices.

Student Internet Safety

- On the Internet, students must not reveal personal information about themselves or other persons. For example, a student should not reveal his or her name, home address, telephone number, or display photographs of

him/herself or others to persons outside of the Miami Virtual Program AZ.

- Students cannot agree to meet in person anyone they have met only on the Internet and who is not affiliated with the Miami Virtual Program AZ. First meetings with Miami Virtual Program AZ affiliated students should be at school-sponsored events.

Network Etiquette

Miami Virtual Program AZ 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. Students and Learning coaches are encouraged to abide by these standards:

- Establish Instant Message usernames and e-mail addresses that are appropriate for the school setting.
- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Avoid using abbreviations or inappropriate contractions.
- 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 responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with criticism, not hurtful.
- Review messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people’s privacy. Do not broadcast online discussions, and never reveal other people’s personal information.

Crisis Plan

In the event of a school wide MVP AZ emergency, you will be notified via email. If the emergency directly relates to a specific student, the legal guardian and Learning Coach will be contacted via phone.

In the event of an Online School outage, please complete offline activities and log the completion and attendance when all systems are functional again. Please check back into the online school throughout the day to determine when the system is working again.

Internet Service Provider (ISP) Reimbursement Policy

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

Requirements:

- Student must be enrolled on the last day of the school year.
- Student earn a passing grade in all courses.
- Student must be eligible for free/reduced lunch as determined by the National School Lunch Program standardized form.
- Student must have 100% of required attendance logged.
- Student must complete required state and district standardized testing (AASA, AzSCI, NWEA).

Students who have a current Individualized Education Plan and/or who qualify for McKinney Vento Services will receive an Internet service provider subsidy of \$12.95 per month if they are enrolled on the last day of the school year.

Existing families, who re-enroll by July 1, who meet the eligibility requirements, will receive internet reimbursement for the summer months. Families with two or more students, who meet the eligibility requirements, will receive reimbursement at the rate of \$12.95 per family.

Monitoring

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

Miami Virtual Program AZ Indemnification Provision

Miami Virtual Program AZ assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate, or offensive. Miami Virtual Program AZ assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. Miami Virtual Program AZ 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 Miami Virtual Program AZ, its affiliates, or its employees. Miami Virtual Program AZ assumes no responsibility for damages to the user’s computer system.

Nothing in this policy negates any obligation the student and parent must 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. If this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

Optimizing Online Experience

Course Materials

Students are provided with materials and tools to use with their courses. Parents and students are advised to take care of the materials. Materials are to be returned at the end of the school year (except for consumable materials and optional materials families purchase on their own). One of the tools that students will see and use frequently is a web based Newrow. This is a real-time interaction that helps engage students in hands-on learning.

Getting Started at Miami Virtual Program AZ

Student and parent usernames and passwords are unique and must not be shared with anyone. Each will have separate usernames and passwords, one for the Learning Coach and one for the student.

Attending an orientation session is a key to success online schooling. Course teachers offer live orientations during the first week of school. You will be notified of these orientations via email. Should you miss any of the live course orientations, you will be able to access a recorded version located in the Class Connect section of each course. If you have trouble locating the recording, please contact your Course Teacher. You should attend or view the course orientations before getting started in each course. Students should log in daily to all their courses and complete the assignments listed on the course's calendar. It is recommended that student's study at least one hour, per course, per day. All work listed for the week is due by Sunday night. A minimum of 65 hours per course per semester is required to earn credit.

The counselor tech will hold a Welcome and onboarding Orientation session that must be attended. You will be notified of this orientation via email.

Academic growth and escalation of support:

Homeroom teachers work collaboratively with the academic teams to ensure that students are on target to make one-year academic growth in our program. We know for students to achieve one year of academic growth they must be connected and engaged in our school programs.

Students should have the following attendance and engagement habits for success in our school:

- Be READY to School, Get SET for Success, and GROW in your school connections
- Log in daily to the online school platforms
- Attend online classroom sessions and actively participate
- Complete all attendance requirements for online course work, online classroom sessions, and off-line work.
 - Submit required assignments and complete all required testing
 - Communicate with teachers, and other school team members

Students not meeting these engagement and connection habits can find themselves in academic decline. These students will have interventions provided early so that families are aware and proactive steps can be taken to ensure academic growth for students. The counselor/counselor tech will play a key role to determine the supports necessary for a student including social emotional, academic, truancy prevention, administrative support, and coordinate those supports as needed.

Student Actions to Ensure Success

1. Follow the daily assignments in the announcements section of each course.
2. On the first day of school, make sure you can access all your courses and send/receive email.
3. Contact your homeroom teacher to make sure you're all set up and to schedule any necessary meetings.
4. Log into your courses in the Online Learning School (OLS for K5), Online Middle School (OMS for 6-8) or Online High School (OHS for 9-12) every day and spend 60 minutes in each class reading and completing the daily assigned coursework.
5. Organize yourself each week by determining what you need to complete for each course and setting up a plan to complete the assignments by their deadlines. Use the course tools (Class Announcements, Class Plan, Grades and Progress tabs, Class Connect schedule) to help set up your personal plan.
6. Check your Grades tab and Progress tab in each course to make sure that you have been included. Contact your teacher if your name does not appear.
7. Log into your email daily to read and respond to email from your teachers and other staff.
8. Attend live sessions offered by your Course Teachers as often as you can to ask questions, discuss course topics, and reinforce online learning.

9. Communicate regularly with your teachers, and Counselor. Ask questions often!
10. Work with your Learning Coach/parent at home - having a cheerleader or a support system at home helps when the going gets tough!
11. Connect with other students through homeroom, clubs, outings, the online community, and other activities. Build a support network!

Creating a Calendar

Miami Virtual Program AZ has provided a suggested calendar based on each course syllabus. The calendars are specific to each course and cannot be adjusted to individual paces. To stay on track, students are advised to check this suggested calendar provided for each class and the course announcements daily. The calendar can be found on the course page under the Class Plan.

Time Management

In an online course, time management is critical to success because most activities can be accomplished asynchronously (this means that the students do not have to be online at the same time as the instructor or other students). As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If a student struggles with time management, then he or she should contact his or her homeroom teacher and/or for assistance.

A proven way to manage time is to create a schedule of daily activities and stick to it. Below is an example of managing and planning a busy schedule (students are not required to follow this but instead encouraged to create a schedule that works for everyone). By incorporating time management techniques, students can be involved in extracurricular activities and still perform well in school.

Parent Section

Parent Actions to Help Ensure Student Success

1. Set up school specific email XXXX@gmail.com
2. Have working phone number that can also allow for text messages.
3. Download the school app for logging attendance, announcements and monitoring your student's progress.
4. Attend Required orientation session for a general overview of the high school program. These dates and times will be communicated via email.
5. Log into the online school with your student so that you can learn the systems together.
6. Help your student organize and prepare for this virtual setting. Arrange a designated area where the student has space to work. Also make sure that the computer and scanner/printer/fax machine are all in good working order. Help your student create a personal calendar each week to ensure that he or she has a plan to complete those weekly assignments. Monitor each week the student's organization plan until your student has his or her routine in working order and is experiencing academic success.
7. Log into both the Parent and Student Account Daily to read/check emails.
8. Log into the parent account regularly to log student attendance each day in the Online School (OLS). Don't forget to include time spent offline that entails academics, such as reading a novel, visiting a museum, or watching a history documentary (these are just a few examples). Offline activity must be directly related to course content to be counted as attendance in that course.
9. Stay in regular communication with your Homeroom teacher.
10. Take advantage of parent trainings, meetings, and informative sessions.

Checking Student Progress

There are tools within the Online School which allow parent/learning coaches and students to quickly check student's work, determine missing assignments, view midterm and final deadlines and grades, and access cumulative reports. Directions for accessing the report information is provided in the "Online Learning Course" assigned to each student.

Family Directory

You can connect with other families using Facebook. The Community Engagement Specialist maintain an MVPAPZ group on Facebook. The group is open to MVPAPZ Learning Coaches. To join the group, search "MVPAPZ" and request to join the grade appropriate group. All members will be verified before membership is granted. Students are not permitted to join MVPAPZ Facebook pages.

MVPAPZ Parental Advisory Council (PAC)

Purpose of the Council:

- Provide the best education for MVPAPZ's students.
- To increase parent engagement, include parent voice in school-wide decisions.

Who is involved?

Diverse population of parents representing the school as best as possible. Parents can attend any meetings or join any

committee they want. Teacher and admin representation.

Mission Statement: TBD by PAC

When? Monthly Committee Meetings a Quarterly Leader Meeting to provide updates and plans.

Start: End of SY 20-21 to prepare for SY 21-22. Create mission statement, schedule, and committees.

Committee Approach

- ✓ # of committees: 3
 - **Community:** Focused on community engagement, activities, orientation, social, etc.
 - **Education:** Focused on needs and concerns in the classroom, academic support, etc.
 - **Well-being:** Focused on physical, mental, emotional, etc. well-being of students and families
- ✓ 1 School POC per committee
- ✓ Number of Committee Leads dependent on size of Committee (2 minimum)

PAC Roles

- **Committee Leads:** Liaison between staff and parents, ensure completion of projects, lead discussions and identify issues needing addressed, present ideas for opportunities, problem solve, create meeting agenda with POC.
- **Committee Members:** Participate in quarterly committee meetings, bring improvement strategies/recommendations needing to be considered, bring solutions, work on projects, present ideas for opportunities, problem solve.
- **Parents:** Attend meetings, state improvement feedback, strategies/recommendations.
- **School POC;** Represents School in committee meetings, works with Committee Leads, provide resources, present ideas for opportunities, problem solve, create meeting agenda w/ Committee Lead.

Complaint Response Procedure

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

The student and parent(s), custodian(s) or legal guardian(s), must address in writing any concern or grievance to the program director. The Program Director shall respond within ten (10) working days. If the concern or grievance is not resolved by the program director, the parent(s), custodian(s) or legal guardian(s) may, within ten (10) working days of the program director's response, request in writing a meeting (via phone or in person) with the program director to discuss the concern or grievance. He/she shall investigate and respond within ten (10) days. If the family's concern is not resolved at the meeting with the program director, the family may file a complaint with the Miami School District AZ.

Immunization

As an Arizona Online Instruction school (AOI) we are not required to collect immunization documents for our students.

School Report Cards

Miami Virtual Program AZ will distribute the school report card annually which will contain the school's letter grade as determined through the Arizona State Board approved accountability system.

Student Service/Special Programs

Student Services

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

45 Day Screens

As mandated by Arizona Administrative Code (A.A.C.) R7-2-401 (C) and (D), Miami Virtual Program AZ is required to establish a process to ensure that any academic and/or developmental concerns of its students are not overlooked and to determine this within the first 45 days of Each child's attendance at a new school.

To comply with this mandate, your child's Counselor (Homeroom teacher) will screen your child on aspects of your child's development such as language, cognition, perception, and motor skills. Screening is an informal process of quickly rating skill strengths and weaknesses. It is important to keep in mind that all children develop according to their own schedule of growth, some developing faster in some areas and slower in others. Screening allows us to discover any areas in which your child may be growing at a slower rate.

Medical Needs

We want to make sure our students are safe at our testing and blended site locations. This means that we need to make sure our staff are aware of any medical needs that your student may have. These can include anything that you think we should be aware of and be prepared to handle. If your student has excessive medical needs, please discuss with school staff prior to attending to ensure that your student's needs are met.

Child Find Announcement

Miami Virtual Program AZ strives to identify, locate, and evaluate all enrolled children who may have disabilities. Disability,

as stated in IDEA, includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury. The process of identifying, locating, and evaluating these children is referred to as Child Find.

As a public school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. To comply with the Child Find requirements, Miami Virtual Program AZ will implement procedures to help ensure that all Miami Virtual Program AZ students with disabilities, regardless of the severity of their disability, who need special education and related services—are identified, located, and evaluated—including students with disabilities who are homeless or students who are wards of the state.

Parent/Guardian permission and involvement is a vital piece in the process. Once a student has been identified as having a "suspected disability" or identified as having a disability, Miami Virtual Program AZ will ask the student or the student's Parent/Guardian for information about the child such as:

- How has the suspected disability or identified disability hindered the student's learning?
- What has been done, educationally, to intervene and correct the student's emerging learning deficits?
- What educational or medical information relative to the suspected disability or identified disability is available to be shared with the school?

This information may also be obtained from the student's present or former teachers, therapists, doctors, or from other agencies that have information about the student.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. In keeping with this confidence, Miami Virtual Program AZ will keep a record of all persons who review confidential information. In accordance with state regulations, parents have the right to review their child's records.

As part of the Child Find process, some services may include a complete evaluation, an individualized education program designed specifically for the child, and a referral to other agencies providing special services.

Special Programs Manager/ MTSS/ RTI Contact:

Name: Heather Raithe, Email: hraithel@k12.com, Phone: 928-792-1090

Related Services

Related services may include occupational therapy, speech and language therapy and physical therapy. These services, placement, and goals are determined by the IEP team. Related services will be provided virtually in most cases. Face to face therapy is an option in some cases and requires travel to a facility for the therapy.

Face to face therapy will not be provided in the home. Related services are provided by independent contractors across the state of Arizona.

504 Accommodation Plan

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

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

504 Coordinator

Name: Heather Raithe, Email: hraithel@k12.com, Phone: 928-792-1090

English Language Development (ELD)

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

Students identified as Limited English Proficient through AZELLA are eligible for English Learner instruction in the areas of reading, writing, speaking, and listening. Instruction in these areas will be covered in required live sessions with the ELA teacher. Instruction is aligned to Arizona's English Language Proficiency Standards/Performance Indicators and will be provided by a Highly Qualified teacher possessing an SEI, ESL, Bilingual or comparable endorsement. Parents may choose to decline these English Learner services.

English Language Learners who assess as Proficient on AZELLA's spring assessment will be monitored for the following two

academic years to evaluate continued progress and/or a need for support.

English Language Learner Liaison

Name: Heather Raitchel, Email: hraitchel@k12.com, Phone: 928-792-1090

McKinney Vento

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

Homeless: The term "homeless children and youths" —

(A) means individuals who lack a fixed, regular, and adequate nighttime residence ...; and

(B) includes—

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children ... who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). (42 U.S.C. § 11434a(2)).

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

Homeless & Foster Care Liaison

Meghan Griffin, meggriffin@k12.com, Phone: 520-477-9181

Education of Homeless Children and Youth Dispute Resolution Process

RE: Miami Unified School District AZ

Referred to herein as: MVPAZ

If a dispute arises over school selection or enrollment in for a student eligible under the McKinney-Vento Act:

- The child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. MVPAZ will provide its share of the transportation to the school selected for the duration of the dispute resolution process.
- The child, youth, parent, or guardian shall be referred to MVPAZ's McKinney-Vento Liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the McKinney-Vento Liaison shall ensure that the youth is immediately enrolled in school pending the resolution of the dispute.
- The McKinney-Vento Liaison shall work through the expedited dispute resolution process. For MVPAZ, which includes:
 - **Participants:** School principal, LEA administration, McKinney-Vento Liaison, Student Support representative (counselor, social worker, etc.)
 - **Procedures:** McKinney-Vento Liaison will provide enrollment, case details, and reference materials to team. Team will review HCY rights and National Center for Homeless Education *Dispute Resolution Brief* prior to reaching a majority decision. Decision will be documented in writing and include notification of HCY rights.
 - **Timeline:** Decisions will be documented in writing within 10 school days of the dispute. Parents, guardians, or in the case of unaccompanied youth, the student him/herself will be notified in writing by email.

MVPAZ shall provide the parent, guardian, or homeless youth with:

- 1) A written explanation of the school's decision regarding school selection or enrollment; and
- 2) written forms so that, if dissatisfied with the school's decision, the parent, guardian, or youth may appeal the decision to the state level (Click [here](#) to access the form)

Glossary

- **Asynchronous:** Instruction that does not require students and teachers to be in a common place at the same time. Discussion boards are an example of an asynchronous type of instruction.
- **MVPAZ:** Acronym for Miami Virtual Program AZ.
- **Class Connect:** Area in the online school where all live sessions for students are listed. Sessions are held in the Newrow

- Platform
- **Stride/K¹²**: Miami Virtual Program AZ's primary curriculum provider.
- **OHS**: Online High School. The platform used for Miami Virtual Program AZ courses and instruction.
- **OLS**: Online School. This is where Learning Coaches can log attendance. No curriculum for high school is located here.
- **Learning Coach**: A responsible adult who assists students and monitors their progress.
- **Office hours**: A regular time set by teachers each week during which they are available to answer questions or assist students.
- **Middlebury**: foreign language curriculum provider.
- **Newrow**: The online synchronous meeting platform where live class instruction and reviews take place for each course.
- **SE**: Special Education
- **School Counselor**: Collaborates with staff and families to provide an exceptional learning experience that fosters growth for students in their personal social lives, to explore post-secondary options, and support academic success for each student.
- **Synchronous**: Instruction that requires students and teachers to be in a common location at the same time. Blackboard Collaborate™ sessions are examples of synchronous interaction.

High School specific opportunities

Vandal Voice

Purpose: The Vandal Voice provides high-quality school news for MVPAZ

Who is involved: HOS, CES, at least one Teacher, small group of students*

- *Students sign a contract knowing the expectations.
- Start with MS and HS.
- If the Vandal Voice counts as a class, thus, a HS teacher will run it as a standard classroom with Kyle and Bouchra as support roles.

Time commitment:

- 1-hour weekly meetings.
- Initial time for training and on occasion.
- "Assignments" outside of meeting time to complete tasks; 1-2h per week.

Why?

- Get involved with an interest,
- count as an elective for school credit,
- foster more engagement with school news,
- bring stories that otherwise might not be told to the forefront,
- learn and grow skills in news-based career field.

Where?

- Vandal Voice website page,
- Vandals YouTube channel,
- Instagram,
- School Newsletter

Roles:

- Editors-in-Chief (Staff): Ensures high-quality of content, determines content, runs the Vandal Voice
- Newscasters (Students): Record news videos
- Writers (Students): Write news articles
- Editors (Students): Edit videos, run school Instagram/YouTube (w/supervision), photography

Auditions for the roles.

Start Date:

SY21-22. Take time over the summer to determine interest and game plan. If it counts as a class take necessary steps to prepare.

Work Study

Work Experience A/B

If you are employed, then you may consider taking MVPAZ's "Work Study" course. This course is a general work experience course that is combined with journal assignments for class work. A Work Study student may earn .5 credits for 60 hours of verified employment or 1 full credit for 120 hours of verified employment. This course is pass/fail and can only be taken for a total of 1 elective credit.

Course Length: One or two semesters

Materials: None

Prerequisites: 11th – 12th Grade Course Only. Must be currently employed, and successfully complete an interview with the work study coordinator for approval.

This course is designed to serve students who are engaged in work experience. This may be through verified paid employment or through regularly established volunteering hours, like an internship. Hours may be verified by paystub or by timesheet signed by an authorized party (employer or volunteer coordinator/supervisor).

Rationale: Students engaged in this experience are gaining valuable career readiness and workplace skills. A well-defined 120-hour work study experience will be used for our school College and Career Readiness Indicators as submitted to ADE for our school letter grade

Concurrent Enrollment-Early college

MVPAZ high school students are permitted to enroll in Concurrent Courses through their local community College to earn college credit while pursuing their high school education. The course tuition and fees will be paid for by MVPAZ. All pages should be submitted and approved by the counselor BEFORE registering for the course to ensure high school credit may be granted:

Eligibility Criteria:

- High School students must be enrolled in at least 1 MVPAZ course while taking classes at the community college. A student can enroll in up to 4 college courses per semester.
- Students must earn a 3.0 GPA in the preceding semester at MVPAZ for which they seek to enroll in a concurrent course. 10th-11th grade students must hold an overall cumulative GPA of at least 2.0 in addition to the previous semester GPA mentioned above.
- Students who are new to MVPAZ may petition to have his/her transcript evaluated for immediate eligibility. The transcript must show a minimum 3.0 GPA and success in honors/advanced courses.
- Student must maintain a 2.5 GPA to remain eligible for future Concurrent Enrollment courses.
- Students must select a course from the school-provided list to ensure the credit can be transferred back to fulfill high school graduation requirements.
- Courses taken must align with the student's graduation plan. 9th-10th grade students are eligible to take Elective/Foreign Language courses at the community college. 11th-12th grade students are eligible to take subject area courses at the local college (pending placement exams).
- Courses taken in advanced subject areas (Math, English, Science History) as an extension of the MVPAZ curriculum will be awarded a weighted grade.
- Students who do not complete the college course paid for by MVPAZ will be responsible for submitting a reimbursement check to MVPAZ for the cost of the course or they will not be allowed to continue in the concurrent enrollment program in the future.
- All courses must be pre-approved by the counselor and principal prior to enrollment.
- MVPAZ transcripts and diplomas will NOT be released to students who participated in the concurrent enrollment program until the Community College Official Transcript is received and reimbursement is received by MVPAZ for any courses that were dropped.

Once the course is complete, it is the responsibility of the student to request official transcripts be sent to MVPAZ so the credits will be documented on the high school transcript.

Career and Technical Education

Along with the standard academic coursework required for high school graduation, students in the MVPAZ-Career Prep can explore career offerings and then choose courses concentrating on one of three career programs. Currently the MVPAZ-Career Prep program offers career programs for Business, Health and Human Services, and Information Technology.

While working toward their high school diplomas, students can choose from a variety of courses in the following high-demand career fields:

- **Business Marketing and Finance-** This pathway prepares students to lead and manage others, improve processes and policies, and manage a range of personnel issues and concerns while focusing on the bottom line. The pathway also prepares students to plan, coordinate, and implement marketing strategies, advertising, promotion, and public relations activities. Student will also learn about the stages of entrepreneurship, the process to establish a functioning business, and general accounting principles.
- **Networking and Cybersecurity-** This pathway prepares students for careers in supporting businesses with computer networking and system security. Students learn the computer principles and can apply to various settings to help support business functionality and consumer safety and services.

- **Early Childhood Education-** This pathway prepares students for careers early childhood that includes knowledge of childhood development, teaching strategies and the ability to communicate, inspire trust and confidence to motivate learners. Student will also learn the teaching basics to recognize and respond to individual differences in diverse learners and employ different teaching/training methods that will result in higher learner achievement.
- **Health Services (not full path-but with concurrent enrollment option)-** This pathway prepares students to become future health care professionals. This pathway helps provide foundation skill so they may provide care, treatment, counseling, and health education information thru pharmacy technician, medical assisting, or other related future jobs.

All 8th grade students will be enrolled in a CTE Exploratory course to learn about pathway options. At the end, they will register for HS courses, “declaring” a pathway to work towards or opting out of the program if the current offerings do not fit into their career path.

Pathway course recommendations:

Pathway→	Business	Technology	Education	Health
8 th grade	Career Explorations			
9 th grade	MS Office 1 & 2			
9 th /10 th grade	<ul style="list-style-type: none"> • Business and Sports Marketing • Intro to Business Info Management & Data Essentials 	<ul style="list-style-type: none"> • Computer Science Principles • Cybersecurity 	<ul style="list-style-type: none"> • Intro to Teaching • Psychology 	<ul style="list-style-type: none"> • Health science • Medical Terminology 1 & 2
11 th /12 th grades	<ul style="list-style-type: none"> • Marketing 1&2 • Accounting 1&2 • Intro to Business Law • Business Law 	<ul style="list-style-type: none"> • CEN-Security+ With Exam Prep 1 & 2 • CEN-Network+Guide to Networks 1 & 2 	<ul style="list-style-type: none"> • Understanding Child Development • Early childhood Education 1&2 	<ul style="list-style-type: none"> • Early college (EC) option for Certified Nursing Assistant • (EC) Pharmacy Tech • (EC) Medical Assisting

Miami Virtual Program AZ LEGAL NOTICE

Review Teacher Credentials

[Pursuant to A.R.S. 15-183 F.](#), parents may review resumes of Miami Virtual Program AZ’s teachers by calling the school office at 928-361-0014.

Student Records

Student records are maintained electronically via the Laserfiche system. Learning Coaches and/or legal guardians may contact the office to obtain a copy of student records: A copying fee may be assessed. If Learning Coaches and/or legal guardians change their address, telephone number, e-mail address, or place of employment, they are asked to notify their teacher immediately. Learning Coaches/legal guardians are responsible for keeping contact information current with their homeroom teacher(s) and in the My Account section of the OLS.

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

Notification of Rights under FERPA for Elementary and Secondary Schools

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 the Miami Virtual Program AZ ("School") 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 registrar 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 the Miami Virtual Program AZ Academy of Arizona to amend their child's or their education record should write the school Operations Manager, clearly identify 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. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school

district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Miami Virtual Program AZ 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))

Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Miami Virtual Program AZ, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, MVPAZ may disclose appropriately designated “directory information” without written consent, unless you have advised the Miami Virtual Program AZ to the contrary in accordance with Miami Virtual Program AZ procedures. The primary purpose of directory information is to allow the Miami Virtual Program AZ 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 Miami Virtual Program AZ 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 Miami Virtual Program AZ in writing by 30 days after enrollment. Miami Virtual Program AZ has designated the following information as directory information:

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- 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.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires MVPAPZ to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- *Inspect, upon request and before administration or use –*
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. Miami Virtual Program AZ has adopted, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Miami Virtual Program AZ will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. MVPAPZ will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. MVPAPZ will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:
 Family Policy Compliance Office

Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Miami Virtual Program AZ to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or the student’s parent; or
8. Income, other than as required by law to determine program eligibility.

This parental notification requirement and opt-out opportunity also apply to the collection, disclosure or use of personal information collected from students for marketing purposes (“marketing surveys”). Please note that parents are not required by PPRA to be notified about the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. Additionally, the notice requirement applies to the conduct of certain physical exams and screenings. This includes any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student. This does not include hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required by State law.

Photo Release Statement

Unidentified photos of students may be published on school websites, illustrating student projects and achievements. In addition, your daughter or son’s full name may be considered for publication on his/her school’s web site. If published, his/her name will appear on pages with a clear school related purpose and will be included to further instructional and/or co-curricular activities. Permission for such publishing does not grant permission to share any other information about your son/daughter, beyond that implied by their inclusion on the web page(s). If you do not want your child’s photo or name to be published on the website, please indicate this on the Release of Information form (Photo/Video Release portion).