Middle School Handbook

Our vision is to empower students to achieve educational ownership today for success tomorrow.

AZVA’s Mission:
Arizona Virtual Academy empowers students to reach their highest potential through partnerships between students, families, and dedicated teachers, in order to prepare them for future educational goals and careers.
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### ARIZONA VIRTUAL ACADEMY | 2018-2019 CALENDAR

<table>
<thead>
<tr>
<th>JULY 2018</th>
<th>30 Teachers Return</th>
</tr>
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<tbody>
<tr>
<td>S M T W Th F S</td>
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<tr>
<td>1 2 3 4 5 6 7</td>
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<table>
<thead>
<tr>
<th>AUGUST 2018</th>
<th>8 First Day of School</th>
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<tr>
<td>26 27 28 29 30</td>
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<table>
<thead>
<tr>
<th>SEPTEMBER 2018</th>
<th>3 Labor Day</th>
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<tr>
<td>9</td>
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<table>
<thead>
<tr>
<th>OCTOBER 2018</th>
<th>11 Quarter 2 begins</th>
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<tbody>
<tr>
<td>S M T W Th F S</td>
<td>17-19 Fall Break</td>
</tr>
<tr>
<td>1</td>
<td>2 3 4 5 6</td>
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<td>7</td>
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<td>21</td>
<td>22 23 24 25 26 27</td>
</tr>
<tr>
<td>28</td>
<td>29 30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOVEMBER 2018</th>
<th>6-8 EOC Testing – HS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W Th F S</td>
<td>21-23 Thanksgiving Break</td>
</tr>
<tr>
<td>4</td>
<td>5 6 7 8 9 10</td>
</tr>
<tr>
<td>11</td>
<td>12 13 14 15 16 17</td>
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<td>18</td>
<td>19 20 21 22 23 24</td>
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<tr>
<td>25</td>
<td>26 27 28 29 30</td>
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<table>
<thead>
<tr>
<th>DECEMBER 2018</th>
<th>Dec. 21 - Jan.8 Winter Break</th>
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<tr>
<td>S M T W Th F S</td>
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</tr>
<tr>
<td>2</td>
<td>3 4 5 6 7 8</td>
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<td>9</td>
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<td>16</td>
<td>17 18 19 20 21 22</td>
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<td>23</td>
<td>24 25 26 27 28 29</td>
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<tr>
<td>30</td>
<td>31</td>
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</tbody>
</table>

**End of Course (EOC) Testing** occurs after a student completes the entire 9th/10th/11th English class, or Algebra 1/Geometry/Algebra 2 (part B). Students in a ‘part B’ class in fall will test in November. Most high school students will not test until spring.
# Testing Calendar 2018-19

## District Required Assessments – USA Test Prep Testing

- **Readiness:** August 8-17
- **Interim Assessment #1 – October 1-5**
- **Interim Assessment #2 – December 10-14**
- **Interim Assessment #3 – March 4-8**
- **Summative Assessment – May 13-17**

For more information on USA Test Prep testing, [Click Here](#).

## State Required Assessment: AzMERIT/AIMS Science Spring Testing:

### Testing Dates for 2018-19

**AZVA/ISAZ Testing Website:** [https://sites.google.com/site/azvainsighttesting/home/testing-calendar](https://sites.google.com/site/azvainsighttesting/home/testing-calendar)

<table>
<thead>
<tr>
<th>AzMERIT and AIMS Science Spring Testing- (REQUIRED state assessment for all students enrolled in a public or charter school. This testing MUST be completed in person at district approved locations)</th>
<th>Week One Testing Dates and Anticipated Geographic Areas: Apache Junction, Avondale, Chandler, Coolidge, Douglas, Glendale, Globe, Kingman, Maricopa, Phoenix West, Phoenix Northwest, Queen Creek, San Tan Valley, Surprise, Tempe, North and South Tucson ***</th>
<th>Week Two Testing Dates and Anticipated Geographic Areas: Ajo, Benson, Bullhead City, Camp Verde, Chinle, Colorado City, Cottonwood, Eagar, Flagstaff, Lake Havasu, Mesa, Page, Payson, Phoenix Central, Prescott, Quartzsite, Safford, Show Low, Sierra Vista, St. Michaels, Winslow, Yuma***</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AIMS Science: Computer Based AzMERIT: Computer Based</strong></td>
<td>**AzMERIT End of Course 9th, 10th, 11th Grade English- ELA Writing ****</td>
<td>April 1</td>
</tr>
<tr>
<td></td>
<td><strong>AzMERIT Grade Level: Grades 3-8 ELA Writing</strong></td>
<td>April 1</td>
</tr>
<tr>
<td></td>
<td>**AzMERIT End of Course 9th, 10th, 11th Grade English- ELA Reading Part 1 and Part 2 ****</td>
<td>April 2</td>
</tr>
<tr>
<td></td>
<td><strong>AzMERIT Grade Level: Grades 3-8 ELA Reading Part 1 and Math Part 1</strong></td>
<td>April 2</td>
</tr>
<tr>
<td></td>
<td>**AzMERIT End of Course Algebra 1- Part 1 and Part 2 ****</td>
<td>April 3</td>
</tr>
<tr>
<td></td>
<td>**AzMERIT End of Course Geometry – Part 1 and Part 2 ****</td>
<td>April 3</td>
</tr>
<tr>
<td></td>
<td>**AzMERIT End of Course Algebra 2 – Part 1 and Part 2 ****</td>
<td>April 3</td>
</tr>
<tr>
<td></td>
<td><strong>AzMERIT Grade Level: Grades 3-8 ELA Reading Part 2 and Math Part 2</strong></td>
<td>April 3</td>
</tr>
<tr>
<td></td>
<td><strong>AIMS Science (Paper Based Testing) Grades 4th, 8th, 10th Grade</strong></td>
<td>April 4</td>
</tr>
<tr>
<td></td>
<td><strong>Make up testing dates: (Scheduled staff testing dates)</strong></td>
<td>April 5, 8, 9, 2019</td>
</tr>
<tr>
<td></td>
<td><strong>Phoenix Office ONLY make up testing dates:</strong></td>
<td>April 8-12, 2019</td>
</tr>
</tbody>
</table>

**End of Course testing is taken by student’s in the last semester of a class that requires an end of course assessment. Classes included 9th, 10th or 11th grade English classes, Geometry, Algebra 1 or Algebra 2. **

**Geographic locations and dates are based on testing needs in an area and are subject to change based on location availability.**
AZELLA: English Language Proficiency Assessment:

<table>
<thead>
<tr>
<th>AZELLA Placement Testing</th>
<th>Testing Dates: Locations through the state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing During the School Year</td>
<td>Testing May Start Two Weeks Prior to First Day of School</td>
</tr>
</tbody>
</table>

*** 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.

<table>
<thead>
<tr>
<th>AZELLA Reassessment Testing: Required for any ELL student to complete with placement testing completed PRIOR to February 1st.</th>
<th>Testing Dates: Locations through the state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can only be provided during the state approved testing window.</td>
<td>February 4, 2019 – March 22, 2019</td>
</tr>
</tbody>
</table>

*** 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 ELL 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.

Introduction

This Student Handbook sets forth general guidance for Learning Coaches/parents and students enrolled in the Arizona Virtual Academy (AZVA). AZVA is a charter school and is subject to the rules and regulations of the Arizona State Board for Charter Schools. The State Board for Charter Schools Guidelines are available online at [http://www.asbcs.state.az.us](http://www.asbcs.state.az.us). The AZVA charter contract is available from the AZVA office.

Learning Coach/Parent Role

At AZVA, a parent or other responsible adult, working in conjunction with the teacher, serves as a Learning Coach to the student. The Learning Coach helps facilitate progress through the daily lessons and works with the student to ensure that all assignments and assessments are completed by each deadline. The Learning Coach designee is assigned during the enrollment process but can later be changed with the help of the student’s homeroom advisor. 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. If the parent is not the designated Learning Coach, the parent should still maintain access to the Learning Coach account to ensure that all work is completed and all attendance is entered. Learning Coaches are required to log attendance daily which corresponds with the work being completed.

Homeroom Advisor Role

All AZVA Middle School students are assigned a Homeroom Advisor. The HR Advisor is the first point of contact for general questions, school policy, and student services referrals.

Content Teacher Role

Content teachers 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.

Review Teacher Credentials

Pursuant to A.R.S. 15-183 F., parents may review resumes of Arizona Virtual Academy teachers by calling the school office at (602) 476-1320.
State Standardized Testing (AZ Merit Testing)

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

There is no opt out option available.

All students in grades 3-8 are required to take the AZ Merit assessments in both Math and English Language Arts. Students in grades 4 and 8 also take the AIMS Science test. These assessments are conducted onsite at testing locations set up by AZVA around the state. AZ Merit and AIMS Science assessments are computer-based. All testing must be conducted by AZVA employees. Students are not allowed to test at other schools.

For Middle School students taking High School courses: End of Course assessments are taken by students in the last semester of a class that requires an end of course assessment. Classes include 9th, 10th or 11th grade English classes, Geometry, Algebra 1, or Algebra 2.
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:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Required Yearly Hours</th>
<th>Weekly Hours</th>
<th>Suggested Daily Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 6</td>
<td>890</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Grades 7–8</td>
<td>1,080</td>
<td>30</td>
<td>6</td>
</tr>
</tbody>
</table>

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

**Attendance Matters**

Research shows that increased attendance will improve test scores, graduation rates, and overall student achievement. Our students will be rewarded for their commitment to attendance. Each month certificates will be given to honor those with 95% or more of expected attendance to date. Additionally, students with 95% or more of expected attendance will be entered into a drawing each semester to win a large prize like a gaming system, TV, or iPad.

**False Attendance and User Activity Policy**

Logged attendance must reflect user activity (time actually spent in the online courses). If attendance does not match user activity and or course progress, a mandatory conference will take place between the homeroom advisor 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. AZVA has the option of removing the false attendance not connected to time actually spent working in 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 withdrawal by way of excessive absenteeism.

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 Advisor.

**Excessive Absenteeism**

As a public charter school, Arizona Virtual Academy is required to monitor student attendance in accordance with all applicable statutes and State Board of Education Rules. An AZVA student is considered excessively absent if, without a legitimate excuse, no attendance is logged for 10 consecutive school days or at a rate that is 10% or more below the required threshold by grade level for the number of days the student has been enrolled.

AZVA employs an Attendance Clerk and a Family Compliance Liaison to monitor student attendance. The attendance clerk notifies families via an auto-dialer phone system, automated text, and school email when a student is missing 3 or more consecutive days 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 family compliance liaison will hold a mandatory Learning Coach attendance session to discuss attendance policies.
2. The attendance clerk will send a FINAL email informing Learning Coaches that their student is going to be withdrawn for missing 10 or more consecutive days or if attendance is 10% or less than the time mandated by state requirements.
3. A letter will be sent home that notifies the Learning Coach that the student has been withdrawn from AZVA due to excessive absenteeism.
4. Students withdrawn for excessive absenteeism will be allowed to re-enroll once, but not until the following semester.
5. If a student is withdrawn twice for issues regarding attendance, they are not eligible for re-enrollment in either Insight Academy of Arizona or Arizona Virtual Academy.

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 Advisor for guidance.

Extended Travel
Families who plan to be out of state for an extended period of time must obtain approval from the Middle School principal. For any request that is granted, students must continue to make adequate progress in the Online Middle School, turn in all required assignments and assessments, and plan to attend state standardized testing in the spring (see calendar for dates).

Withdrawing Students
Learning Coaches of students who are withdrawing from the Arizona Virtual Academy must contact their AZVA Homeroom Advisor and notify him/her of their desire to withdraw. K12 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.

Re-enrollment After School Withdrawal
Students who are withdrawn from the school by way of a school-initiated academic probation/academic decline (FAST process) or excessive absenteeism withdrawal shall not be permitted to re-enroll at AZVA or ISAZ 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. Prior to re-enrollment at AZVA or ISAZ, the student and Learning Coach must speak with an administrator within the specific school. Students and families who seek to appeal the school’s decision may do so, in writing, to the Head of School.

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.”
Online Middle School (OMS)

The Online Middle School is the platform through which students access and complete all lessons and assignments.

Online Learning Middle School
Families new to AZVA are required to participate in a K¹²® course entitled “Online Learning Middle School.” This course will appear in the student’s daily plan in the Online Middle School and will be the first course that the Learning Coach and the student complete together. The course is intended to be a spring board for families to start on the right path for success and should be completed during the first three days of school. During this time, the Learning Coach and student will:

- Receive instructions about how best to navigate the Online Middle School (OMS).
- Review daily attendance and login requirements.
- Learn how to use the synchronous tool Class Connect.
- Participate in USA Test Prep readiness assessments.
- Receive an introduction to all courses.
- Get directions on communicating with the teacher via our school email system.
- Have access to support videos and Blog posts from current K12 families.

Student Account
AZVA requires students in grades 4-8 to create a student account that is separate from the Learning Coach login. The student account prevents student access to the answer keys, assessments, and other sections intended to be supervised by the Learning Coach while permitting access to the independent student material.

Learning Coach Account
Under no circumstance should the student be given the Learning Coach login information or allowed to access the OMS using the Adult Login. Teachers who suspect a student has gained access to the Adult Login will immediately notify the Learning Coach. If the teacher is unable to make contact with the Learning Coach, the teacher may reset the password and user name.

Objectionable Materials Policy
There may be instances when a Learning Coach finds certain lessons, books, or materials objectionable for various reasons (include 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.

School Property
AZVA provides books and other curricular supplies. These materials are school property and must be kept in good condition. Learning Coaches are responsible for the repair or replacement of all lost, stolen, or damaged school property. A list of property that must be returned will be provided by K12 upon withdrawal or the end of the school-year. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted; unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school. Learning Coaches are to comply with this policy and all the terms and conditions of the Agreement for Use of Instructional Property submitted with enrollment materials.
Academic Responsibility Policy

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

Definitions:
- Grade level: K – 12
- Grade level proficiency: Assessment of student proficiency may be determined using one or more of the following academic indicators: AZ Merit assessment scores; previous state standardized scores (AIMS); course progress; USA Test Prep assessments; school-based diagnostic assessments; DIBELS; teacher-graded assignment submissions; additional teacher-designed, standards-based assessments.
- Instructional intervention sessions: Instruction will take place in Class Connect no less than two times per week. 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. 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 and/or 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 tiered FAST program and will result in the accrual of FAST points in Tier 3.
- Instructional Cycle: No less than a thirteen-week period in which instructional goals are addressed. Students may complete a goal in one cycle and continue with a new goal in a subsequent cycle until sufficient grade-level proficiency is demonstrated. Additionally, students may meet a goal prior to the end of the thirteen-week period. If the student demonstrates mastery on the goal through a given assessment, the teacher may choose to exit the student from the Instructional Cycle early.

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

Gradebook
AZVA uses the Gradebook integrated within the OMS to provide students and their Learning Coaches a 24/7 view of their course grades. Students and Learning Coaches can access the Gradebook through the OMS, as well as on every class home page. Courses in the Gradebook are managed by content teachers. If there are any errors or questions about posted grades, please contact the teacher directly.

Report Cards
For each grading period, the letter grade is based on the weighted grading scale below. Students’ grades are based on Online Middle School (OMS) assessment scores, teacher-graded assignments, and interim assessments. Students who do not complete teacher-graded assignments, interim assessments, and/or attend required class connects will be referred to FAST. Report cards are sent after the end of each semester. A progress report will be provided at the end of Quarters 1 and 3.

<table>
<thead>
<tr>
<th>Course</th>
<th>OMS Assessment Scores</th>
<th>Teacher Graded Assignments</th>
<th>Interim Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Math</td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>History</td>
<td>80%</td>
<td>20%</td>
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</tr>
<tr>
<td>Science</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

**Late Work Policy:** Assignments received 1-7 days after the due date will receive a score reduction of 10% from the total possible assignment points. Assignments received more than one week late will receive a score reduction of 50% from the total possible assignment points. For any teacher-graded work, teachers will enter zeroes for any missing work the day after the assignment is due. For OMS assignments, the system will identify the assignment as past due, and the teacher will enter a zero in the gradebook by the end of that week.

**Grade Appeal Policy:** If a student or parent wants to appeal a grade, the reasons for the grade change must be sent directly to the teacher, in writing. The teacher will respond either by phone call or in writing. If the parent or student would like to appeal further, he/she may contact the administration. Please note that the administration will not consider grade appeals until after the family has contacted the teacher.

**Extra Credit Policy:** Extra credit opportunities are offered at teacher discretion. Any extra credit must be turned in by the deadline. Failure to do so will result in zero credit for the extra credit work.

**Middle School Students Taking High School Courses:** If a student completes all courses within a core content area (math/language arts), that student may be eligible to take a high school course. Promotion to a high school course can only happen at the beginning of the school-year and will include limited course options only. Students interested in taking a high school course must obtain both teacher and administration approval after completing all Middle School courses in a given content area. Approval will be gained if the following criteria are met:
- The student must have completed all MS curriculum in that content area.
- Assessment scores must support that the student is academically ready to move up.
Middle School teacher-graded assignments must have been submitted on time and the student must be up-to-date on attendance.

Parent/Guardian and student must attend a Mandatory Meeting hosted by the High School Counseling Department

Student must take a pretest for the course(s) requested and score a 70% or better to move into the High School course.

Students can only move into 9th grade at the start of the school year in the Fall semester.

Incoming students may be eligible to take a high school course if:

1. The student can provide transcripts showing all prerequisite courses were taken and passed.
2. The student enrolls within the high school enrollment window.

**Honor Roll and Principal’s List**

Honor Roll and Principal’s List recognize students for their hard work and provides an incentive to continue working diligently. Honor Roll or Principal’s List status will be determined by teachers at the end of each semester using the criteria below. Students will receive recognition after eligibility is determined.

- Honor Roll Requirements: Student earns A’s or B’s in all courses
- Principal’s List: Student earns A’s in all courses

**Online Middle School (OMS) Assessments**

A portion of the student’s grade in all courses will be determined by the individual assessment scores in the Online Middle School. The Gradebook will track and report all assignment and assessment scores and will calculate the overall grade based on the determined category weights.

**Teacher-Graded Assignments**

A teacher-graded assignment is defined as any assignment that is turned into the teacher directly for scoring and feedback. All students are required to submit regular assignments. All submitted work will be evaluated by the student’s content 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. See Late Work Policy. Teacher-graded assignments provide teachers with valuable information about student abilities and comprehension of the curriculum.

**Interim Assessments**

Interim assessments are given in math and language arts. These assessments measure specific state standards students need to master in their grade level. Interim assessments are required and make up a portion of each student’s grade in math and language arts (see grading policies). Interim assessments will be given 4 times per year, at the end of each quarter, and will be located in USA Test Prep. Students must complete the assessments within the given assessment window for credit.

**USA Test Prep Assessments**

All middle school students will take a mandatory USA Test Prep Assessment at the beginning and the end of the school year. Students will test in math and language arts. The USA Test Prep assessment given at the beginning of the year assesses the student’s readiness for the grade-level curriculum based on the state standards. The end-of-year assessment is a summative exam that assesses the student’s mastery of grade-level standards. The tests are given in the student’s home through a secure website. The Learning Coach and student will receive login information via school email. The purpose of these tests is to provide teachers and the Learning Coach with information on the student’s strengths as well as areas which need additional focus. Beginning and end-of-year assessments will be compared to determine student growth. Test score reports are available immediately following the completion of the test in 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
8th Grade Promotion Policy
For an Arizona Virtual Academy 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 advisor 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.

Retention Policy
It is very rare that Arizona Virtual Academy retains a middle school student. If a parent requests retention, it must go to the principal. After academic data is gathered, the principal will have a conference with the parent to discuss the implications of retention. The decision will be made within that conference. Likewise, if the school determines that retention is necessary, the school will hold a conference with the parent to discuss the academic data and implications of retention.

Learner Conferences
Students are required to participate in monthly learner conferences with their AZVA Homeroom Advisors. Conferences with Content Teachers will be scheduled as-needed. All conferences take place in Class Connect, our online classrooms, or on the telephone. The Learning Coach will notify his/her teacher(s) of conflicts in advance and make arrangements to reschedule the conference. If the Learning Coach misses a call from any teacher, a returned phone call within 48 hours is expected and appreciated. Additional conferences to review the student’s progress and attendance may be scheduled and take place online or by phone. Students are required to attend all conferences unless the teacher specifies the student should not be present for a conference.

Account Lock Policy
Arizona Virtual Academy/ Insight Academy 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 (AZMerit/AIMS/AZELLA). Students’ accounts will remain locked until the advisor/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. Please contact your students’ advisor/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.

School Email
AZVA’s internal email communication system is the primary communication platform for teachers, students, Learning Coaches, and administration. The majority of information communicated to AZVA families will be sent via internal email. Often, the information is time-sensitive and many items require a specific response. Learning Coaches receive all school communications at the personal email address they designated during enrollment. Learning Coaches must keep this address updated in the system to ensure receipt of all school communications. To update your email address, login to your parent account and click on My Account at the top right-hand corner of the Homepage. Edit your email address in the Personal Information section and click Save.

Student Academic Responsibility
AZVA makes every effort to work with all students to be successful. AZVA has designed the following policies to ensure students are making satisfactory and valid academic progress towards promotion.
False Attendance and/or Progress
The State of Arizona, when issuing public funds to AZVA, does so in good faith that enrolled students are, in fact, making regular and appropriate academic progress. The Online Middle School is designed to collect and record data that substantiates the academic progress of AZVA students.

Examples of false attendance and/or progress can be, but are not limited to:
- Entering progress and/or lesson assessments for work not actually completed.
- Not completing written work in provided K-12 materials.
- Progress that does not match attendance. Attendance should reflect work completed in OMS.
- Students using the Learning Coach’s account.
- Student has taken the same assessment multiple times within a short timeframe.
- There is a difference between work quality, interim assessment scores, and OMS 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.

Progress and/or attendance logged under suspicious circumstance will require verification. See requirements for verification under False Attendance and User Activity Policy.

Plagiarism Policy
The definition of plagiarism is “copying or imitating the language, ideas, and thoughts of another writer and passing them off as the student’s original work.” Plagiarized work will not be accepted for credit. Students who submit plagiarized work will be given a ZERO for the time being and will be required to complete an assigned Plagiarism Training with their Learning Coach. The Plagiarism Training must be completed within one week of assignment. After completing the training, revised original and/or properly cited work from the student must be resubmitted in order to earn a grade. The revised TGA must be returned to the teacher within two weeks of being assigned the Plagiarism Training.

When an incidence of plagiarism is discovered, teachers will email the family and will CC all of the other teachers of the student about the plagiarism incident and the opportunity given to redo the work.

When plagiarism occurs a second or subsequent time, the student will be given a ZERO with no opportunity to revise and resubmit. Teachers will need to make a phone call as well as email the family, with teachers and administration CC’d on that email.

Non-Compliance with Communication Policy
AZVA has the responsibility as a public charter school to ensure that its students are learning. This is achieved through communication between teachers, administrators, Learning Coaches, and students. Learning Coaches and students are required to stay in communication with teachers. This includes Orientation Sessions after enrollment as well as monthly Homeroom Advisor learner conferences and FAST conferences, as needed.

Family Academic Support Team (FAST)

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

There are five unique roles within the FAST team each providing different support for students and families:
Family Engagement Administrator
- The Family Engagement Administrator promotes and enhances the school's academic mission by improving levels of student engagement and ensuring that this increased engagement leads to improved academic achievement. The Family Engagement Administrator oversees the services provided to build capacity within families to assist in their student's education. This position will implement and manage the support given to students/families academically at risk and collaborate with school, department, and community leaders to ensure student academic achievement.

Family Academic Support Liaison (Engagement Coaches)
- The FAST Lead promotes and enhances the school’s academic mission by improving levels of parent and student engagement and ensuring that this increased engagement leads to improved academic achievement. The FAST Lead manages the team and oversees the services provided to build capacity within families and across the school.
- The Family Academic Support Liaisons (Engagement Coaches) provide a range of services to students and learning coaches in each grade level to build capacity within families to increase engagement in our online public school and to educate families how to assist in their student’s academic success. The goal is to provide support for students identified with issues in engagement, as well as to collaborate with teachers and parents to ensure student academic achievement, remediation, and successful completion of school (or grade level standards). Homeroom teachers identify students who are struggling with engaging in their academics and make a request to the FAST engagement team for additional family support.

Family Engagement Coordinator
- The Family Engagement Coordinator provides a range of school-wide services to new and returning students and their families to help set the right tone for their academic success in the program. The position works with other parent involvement and support roles and serves in various formal groups to provide critical training, facilitate academic engagement and promote effective communication practices between parents, teachers and support staff.

Family Resource Coordinator
- The Family Resource Coordinator (frequently certified social workers) assists teachers and families in identifying and aiding students who are experiencing academic underachievement due to social, emotional, or behavioral issues by facilitating appropriate interventions from school and community resources. The FRC maintains a caseload of students and families referred to Family Academic Support Team for welfare issues to provide intensive support to these families. The FRC coordinate with external agencies such as the Department of Family & Children Services, Department of Juvenile Justice, and other organizations as appropriate.

Family Compliance Liaison
- The Family Compliance Liaison ensures that school age children are attending school by investigating causes of unexcused or excessive absences; communicating with families and assisting them in problem-solving; issuing warnings; and helping to represent the schools if cases go to court.

The Strong Start Process
The Family Academic Support Team (FASTeam) supports our families by providing an engaging program to help students understand how to school in an online public school. Our school is truly no different than a public school or charter school you may have attended. The only difference is the ‘gate’ to enter the school is a working internet and computer. If a student does not have these two critical components, it is like the gates of his/her school being locked.

Our students are expected to work in our online school every day, just like a public or charter school. An online public school student has essentially three key components:

1. Class connect sessions (These are like a teacher in a brick and mortar school standing in the front of the classroom and instructing students on a piece of the curriculum.)
2. Online learning (This is essentially school work completed on the computer like homework or an assignment from the teacher.)
3. Offline work (This is like homework or assignments given from the teacher.)

It is important to remember that students will have offline AND online work that needs to be completed in each of their courses on a daily basis (just like a brick and mortar school). The FAST team works with new families to make sure they have a complete understanding of the expectations our school has for our students that go to school in this online setting so that all of our students feel welcomed and prepared to start. We have an incredible curriculum, and our goal is to make sure our families understand the requirements for a student schooling in our online public school.

This year we are taking our families on a Strong Start Journey and are incorporating an interactive experience with our FAST website https://www.azvafastcommunity.com. Families will receive an email invitation to participate in this interactive experience and we encourage open communication during this process. Each leg of the journey incorporates a piece of the Strong Start program that is so critical to understand for a successful school year. Families will be provided with virtual and in-person opportunities to work with the FAST team as they learn how to school in our online public school. Families should check their email regularly for important information on upcoming training, online learning curriculum, in-person training sessions and more.

The Student Support Program
FAST also provides support to families and students that are having trouble adjusting schooling virtually. Some families and students have trouble with schooling regularly, attending class connect sessions, completing assessments, in general engaging for academic success. The FAST support team is there to help families get the extra support they need so that they can achieve academic success. This is not a punitive intervention. FAST is a holistic and supportive approach to restoring your student to the educational process and compliancy. The goal of our team is to provide engagement strategies that will get the student schooling regularly so they can see academic success during the school year. We work as a team with the homeroom teachers, advisors, learning coaches and students to develop a plan of engagement to get a child Back on Track and schooling regularly.

Observable behaviors to determine need for FAST:
- Homeroom/advisors and content teachers will observe behaviors in students to determine if additional support is needed for their students. Several areas are used to monitor student engagement including but not limited to: OMS trackers, Differentiated Support Path designation, attendance, amount of time spent in classes, compliance in completing assessments, communication issues, attendance at required class connect sessions and more.
- During weekly department team meetings with administration and teachers - students are identified as un-engaged. At this time the academic team makes recommendations for additional support and the advisor/homeroom teachers completes the request using the FAST tracker.
- Students placed for additional support are reviewed within the FAST leadership team and are moved into the FAST process as outlined below. Students that continue to show disengagement are moved through TIER levels of FAST. At TIER 4, weekly administrative meetings are held and students in this final TIER level are viewed to discuss the possible need for withdrawal.

FAST process:
Homeroom teachers or advisors, will notify families that a request has been made to provide additional support for their family through the FAST Engagement support team. The FAST member (Engagement Coach) will contact the family via email and phone to initiate the Engagement Support process. The FASTeam member will present themselves to our families as their Engagement Coach.

- Teachers are involved through all steps of the FAST engagement support process-FAST is not considered to be a handoff. During situations where a waitlist is in place and students are waiting to be
placed in FAST Engagement Support; the teacher must remain in constant contact with the student and LC to ensure continued support and teacher guidance (i.e., action plans)

- Prior to the FAST request for support being made by the teacher, a thorough pre-referral process of Tier I supports must be evident and documented
- The FAST staff and student’s teacher(s) will collaborate throughout the life of the FAST Engagement Support process. The FAST member (Engagement Coach) is there to provide additional support and assistance while working with the student directly to engage them fully in our online public school.
- Open communication between FAST members (Engagement Coaches), teachers and administrators is the key to success

**Intake:** A FAST member (FAST Engagement Coach) will contact the student/family to provide an introduction to FAST engagement support. They will discuss additional supports to be provided to meet the student’s engagement needs. The FAST engagement coach will question the family to get a true understanding of the obstacles to engagement for students in our online public school and to educate them on our school’s expectations for engagement.

**Research & Assess:** The assigned FAST member (FAST Engagement Coach) will research the reason the request for engagement support was made by the HRT/Advisor. They will assess student engagement, and speak with the assigned homeroom teacher/advisor to develop an understanding of the reason for the request for support if it is unclear.

**Action Plan/Linking Referrals:** During the initial FAST phone conference, the FAST Engagement Coach will focus the conversation with the student/family on developing a Student Success plan. They will provide resources and tools to link families with the school community and/or school resources, providing opportunities for engagement and/or training with AZVA staff.

**Monitor & Evaluate:** The assigned FAST member (FAST Engagement Coach) will continuously monitor and evaluate students’ successful engagement with AZVA/ISAZ expectations and school expectations.

**Coordinate & Communicate:** The FAST member (Engagement Coach) will require weekly one-on-one communication with their families with the intent of developing and tracking a meaningful, family informed Student Success plan to ensure successful student engagement behaviors and to determine next steps. Failure to participate in this FAST engagement process will result in tier escalation (which is explained below) and could lead to eventual withdrawal.
Case Closure: After successful ongoing completion of a Student Success plan your assigned FAST member (FAST Engagement Coach) will exit the student from the FAST engagement support program. In the event that the requirements of the Student Success Plan are not met, the student will be escalated through the TIER process and could face possible withdrawal from our online public school.

Tiered Support Structure:
If a request for engagement support is made a student will be entered into a tiered system of supports and will remain until their situation is resolved and the case is closed or they are withdrawn. The four tiers of the AZVA/ISAZ FAST plan define how the school will handle the compliance or engagement issues.

Tier 1: Engagement Tier- Student support from HRT/Advisors
Student and family do not require the services for Engagement support from the FASTeam. The academic teams and HRT/Advisors provide this first level of service to all students and families. Students and families have a clear understanding of the expectations for engagement at our online public school and follow the expectations for engagement.

Tier 2: Understanding Tier- Student support through FAST for Engagement Support and Homeroom Advisors
A student has shown they are not engaged in their academics and the need for coaching that student on the expectations for schooling have been identified. A request for engagement support has been created by the homeroom teacher/advisor. The HRT/Advisor has tried to provide the standard supports but the student and family continue to show signs for non-engagement. A member of the FASTeam, the Engagement Coach, begins to coach the student/family. They work to address the issues at hand. The Student and family are active participants in the process as they work toward an understanding of the requirements for an engaged student in our online public school. The Engagement Coach (FASL) works collaboratively to develop a Student Success Plan (BOT). Students who successfully follow the Student Success Plan for 3 weeks are exited from this support program. Students who continue to show engagement issues and are not following the steps in the Student Success Plan or are non-responsive to all engagement efforts will be escalated to the Tier 3 Accountability level of FAST.

Tier 3: Accountability Tier- Student Success Plan with added Family Engagement Points
In this tier level the Engagement Coach (FASL) has been working to develop the connection with the family and has provided the key expectations for an engaged student in our online public school. The student/family; however, continues to miss key engagement requirements. This level provides additional accountability so the student/family understand the importance of engagement at our school. Family Engagement Points (FEPs) are used to reinforce this engagement protocol. (FEP Process explained below) Students who follow the engagement requirements are moved down to Tier 2 for additional engagement coach support. Students who continue to not follow the engagement requirements and receive 10 FEPs will escalate to Tier 4. Students who continue to not follow the Student Success Plan and are escalated to TIER 4 can risk withdrawal from our schools. All students that ended in FAST during SY17-18 at TIER level 3 with 5 FEP points will be automatically placed into this tier level at the start of this school year.

**Tier 4: Reality TIER- Administrative Review**

At this point in the Engagement Support process, the engagement coaches have exhausted all available resources and interventions for a student. The student/family continue to be unengaged in our online public school. The threshold for possible withdrawal has been reached. School administration will review students in this TIER level on a weekly basis to determine course of action, and the need for a withdrawal is discussed. The decision to withdrawal a student is never made lightly and it is truly reviewed if this online learning environment is the best academic experience for a child. TIER 4 meetings will be required and placed on the student schedule. These will be offered at various times during the week and the student/family is expected to attend one weekly session. Failure to attend these weekly meetings could be another risk factor in withdrawal from our online public school. All students that ended in FAST during SY17-18 at TIER level 4 will be automatically placed into this tier level at the start of this school year.

**Student Success Plans**

The Student Success Plan is an essential part of the FAST engagement support model. This plan is a collaborative plan that outlines the specific actions that need to be taken by the student to engage in their academics. The goal of this plan is a student that is an active participant and engaged in academic success in our online public school. This collaborative plan for engagement outlines specific weekly goals for the student and learning coach. These weekly engagement goals are reviewed by the FAST engagement coach who provides feedback to the student, family and teachers supporting the student. Students are required to connect with their engagement coach weekly to hear the feedback on their engagement plan and to create continue weekly engagement goals.

**Family Engagement Protocol**

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

**Family Engagement Points**

Family Engagement Points (FEPs) are utilized at Tier 3, when all other supports have been exhausted. They are utilized to build accountability into the engagement support process so students/families understand the importance of being engaged in our online public school. The FASTeam uses FEPs to systematically and objectively measure, track, and communicate student and learning coach compliancy with the engagement protocol. Family Engagement Points are not punitive; they are an accountability tool used to ensure that students are engaged at a minimum level to be educated in our online public school environment. Accountability requires not only clearly defined expectations, but appropriate consequences as well. Our school defines fair and appropriate consequence consistent with our school board policy and state laws. Families are allotted a 10 point FEP maximum prior to a Tier 4 escalation. Families will be notified via email on a weekly basis of their current FEPs. When 10 points are accrued, AZVA administration will be notified and the student account will be placed under review. The LC and student will be notified of required TIER IV online class connect sessions with the expectations they attend these sessions so administration can provide a complete review of their academics and engagement.
### Weekly Conferences

Your student will receive an updated Student Success plan weekly. This plan is collaboratively developed with the student, teachers and engagement coach and will provide weekly goals for a student to become fully engaged in their academics. The FAST Engagement Coach will review the Student Success plan in required weekly check-ins and will discuss weekly accomplishments, concerns, expectations, etc. These updated weekly plans will be emailed to the students/families so there is a clear expectation of the weekly engagement goals. Weekly conferences will be held either via telephone or in a Class Connect room.

### Exiting from FAST/Referral Closed

Students are exited from FAST once they are reengaged in the educational process and have met the requirements outlined in their Student Success plan for a period of three weeks. Students must show they are consistently meeting the engagement expectations in their Student Success Plan in order to be exited from the FAST engagement support program.

Families who enroll their children in our school agree to the "I Understand Statements" listed in the Parent Student Handbook. These expectations represent the basic minimum level of engagement. Once your student is exited from FAST, it’s essential you make every effort to continue to meet these minimum requirements of participation in order to help ensure your student’s success. Failure to remain in good standing within the guidelines will result in your student being moved back into the support program at Tier 3 where accountability is built into the process. Once your student is exited from FAST, their homeroom teacher will remain their first point of contact. However, the FAST engagement support team is still just an email or phone call away!

### Who-to-go-to When You Need Help

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<tr>
<th>Technical Issues: K12 Customer Support</th>
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<td><strong>Homeroom teacher / Advisor / Mentor</strong></td>
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Removal from AZVA
Students may be removed from AZVA due to non-compliance, disciplinary action, lack of attendance/progress, failure to participate in state-mandated assessments, or attendance in another public school. Students who are withdrawn from the school by way of a school-initiated academic probation/academic decline withdrawal shall not be permitted to re-enroll at AZVA or ISAZ 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. Prior to re-enrollment at AZVA or ISAZ, the student and Learning Coach must speak with the individual who oversees the FAST program within the specific school. Students and families who seek to appeal the school’s decision may do so, in writing, to the Head of School. (See Also: Attendance Policies)

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.”

Community
Learning Coaches seek to provide the best possible education for their student and often enrich the student’s curriculum with extra activities and family trips. These activities may be logged into the student’s daily schedule and counted toward his/her mandatory hours of instruction if the activity directly relates to lesson objectives.

AZVA Outings and Clubs
To assist Learning Coaches in providing social experiences for their students, AZVA hosts regional outings throughout the state. These outings may be attended by any student, regardless of area in which a family resides. It is the goal of AZVA staff and administration to provide quality and educational outings that also promote a social atmosphere. AZVA outings are posted at http://azvamiddleschool.weebly.com/.

AZVA teachers facilitate clubs in which students may participate. Learning Coaches can also host a club and organize outings. Frequent updates regarding clubs and outings can be found in your school email. Clubs meet online and/or at specific locations throughout the state. AZVA club meetings are posted at https://www.k12.com/k12-student-clubs.

AZVA Parent Advisory Council (PAC)
The AZVA Parent Advisory Council is comprised of dedicated parent volunteers who serve parents and school staff in order to make AZVA the best school program possible.

The PAC mission is: To serve Arizona Virtual Academy as liaisons by communicating suggestions and needs to staff, and to support a unified school community by promoting parent engagement in school programs.

AZVA/ISAZ Parent Advisory Council Goals:
1. Parent Liaisons: To represent the needs and concerns of parents and Learning Coaches to the school administration.
2. School Choice: To assist AZVA parents and staff with engaging their state and national legislators to support school choice in the state of Arizona.
3. Parent Support: To foster a supportive school community which offers strategies to help Learning Coaches succeed in AZVA and strengthen student academic growth.

Please make sure to join these two Facebook groups if you are not a member of them already.

AZVA/ISAZ Parent Booster Club: [https://www.facebook.com/groups/azvainsightparentboosters/](https://www.facebook.com/groups/azvainsightparentboosters/)
PAC: [https://www.facebook.com/groups/1610791385854657/](https://www.facebook.com/groups/1610791385854657/)

If you are interested in serving on the PAC Team, please register as a member of the AZVA Parent Booster Club at: [https://goo.gl/forms/hUFChRfxpxbM0n43](https://goo.gl/forms/hUFChRfxpxbM0n43)

For information about serving as a PAC member, contact Kimberly Young. 623-444-2901 kiyoungrk12.com

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

**Blended Learning Program**
K12 Blended Learning— a tuition-free program offered by Arizona Virtual Academy and Insight School of Arizona—combines the best of online learning with a structured classroom environment at five locations throughout Arizona: Tucson, Kingman, Phoenix (Downtown), Chandler, and Queen Creek.

With K12 Blended Learning, students in grades 4–12 receive support tailored to fit their unique learning needs. They can access K12’s engaging online curriculum and hands-on materials along with onsite instructional support and enrichment opportunities. Students can participate in the blended learning program via two different cohort styles. The traditional cohort style has students coming to the blended learning center on a regular basis for extended support. The specialized cohort style has students coming to the blended learning center for a short duration of time for a specific support session.

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

TO LEARN MORE, CONTACT:
Banji Judge, Blended Learning Principal
bjudge@k12.com | 928.275.4104

**National Junior Honor Society**
Membership in the National Junior Honor Society is one of the highest honors that can be awarded to a middle school student. AZVA is the first virtual school in the nation to have their own chapter of NJHS. Membership is more than an honor. It requires a responsibility and an obligation to demonstrate those outstanding qualities that resulted in selection for membership. Each member is required to complete a minimum of 6 hours of community service monthly, participate in monthly meetings, service projects and outings, and maintain the eligibility requirements.

**NJHS Eligibility**
• Second semester of 6th grade through 9th grade
• Must be an AZVA student for one full semester
• Cumulative grade average of 90%, with no grade lower than a “B”
- Meets all Honor Roll criteria listed above

NJHS Nomination & Selection Process
Students who meet the eligibility requirements will be evaluated for nomination based on the criteria below. Teachers will nominate students twice per year (January & May). Students who are nominated for NJHS membership will be notified by school email with further information.
- Scholarship: a cumulative grade average of 90% or higher, with no grade lower than a “B”.
- Character: consistently demonstrate such personality traits as cheerfulness, friendliness, kindness, and stability, be honest and reliable, show positive behavior and comply with school regulations, show courtesy, concern, and respect for others.
- Leadership: participate in class and school activities, be responsible, be able to follow as well as lead, inspire positive behavior in others, and demonstrate academic initiative.
- Citizenship: meet his/her responsibilities to teachers and school, show respect and pride for learning, education, and AZVA.
- Service: works well with others, make voluntary contributions to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.

Advanced Learner Program (ALP)
The Advanced Learner Program is evidence-based instruction and behavioral strategies that are tailored to the student’s needs, which are monitored frequently to enrich the academic progress of the student.

AZVA looks at two types of students who have a need for more than the average differentiated instruction.
- Student Group A "Enrichable Learner":
  o Masters things easily, works hard, and loves school
  o Excels in one area because they have a passion for the topic
- Student Group B “Advanced Learners”:
  o Performing above grade level in one or more subjects
  o May or may not like school, but they love to learn

ALP Goals:
- Provide enrichment opportunities to identified students
- Encourage students to challenge themselves in an area they are interested in
- Provide enrichment classes to qualified students
Student Services

AZVA is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). The AZVA 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.

Child Study
Arizona Virtual Academy/Insight Academy of Arizona 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 Study.

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. In order to comply with the Child Study requirements, Arizona Virtual Academy/Insight Academy of Arizona will implement procedures to help ensure that all Arizona Virtual Academy/Insight Academy of Arizona students with disabilities, regardless of the severity of their disability, who are in need of 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, Arizona Virtual Academy/Insight Academy of Arizona 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, Arizona Virtual Academy/Insight Academy of Arizona 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 Study 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: Brook Mosley-Schubert
- Email: bmosley-schubert@k12.com
- Physical Address (use school office address): 99 E. Virginia Suite 200 Phoenix, AZ 85004
- Phone: 602-476-1320

Multi-Tiered System of Supports (MTSS)
AZVA uses the Multi-Tiered System of Supports (MTSS) school-wide as a first level support, to assist in the identification of educational needs within the Child Find process, and to provide research-based interventions for struggling students.
The MTSS process is a three-tiered approach to providing services and interventions to students who struggle with learning. MTSS provides interventions in increasing levels of intensity based on progress monitoring and data analysis. This process assists in documenting that interventions in the regular classroom have been implemented and whether these interventions meet the student’s educational needs. Documentation that the classroom intervention cannot meet the student’s needs is a necessary requirement in determining whether the student may require special education programs and services. When all reasonable alternatives have been tried and are not sufficient, a referral to special education should be initiated for special education evaluation. The purpose of this process is to ensure early intervention with a struggling learner using a multi-tiered model.

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

**Special Education**

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

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

Students with an IEP are expected to attend all sessions held by their Special Education Instructors as noted in Class Connect schedules.

**What to expect:**

- Every special education student will be assigned content instructors as outlined in their IEP. One of the student’s special education content teachers will also be designated as the student’s Case Manager. The Case Manager manages and reviews the student’s IEP.
- The special education content teachers provides the Learning Coach assistance to modify and adapt the learning environment and curriculum paths for success.
- The special education content teachers will provide a progress report at the end of each quarter, noting the progress on the student’s IEP goals.

**Related Services**

Related services may include occupational therapy, speech and language therapy, and physical therapy. 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: Michelle Morales
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. Please complete the survey at the following link to let us know. (This is not required and is optional for you to complete)
Survey Link - https://goo.gl/forms/fDKC4srqjBdXr5HV2

If your student has excessive medical needs, please discuss with school staff prior to attending in order to ensure that your students’ needs are met.

Immunizations
As an Arizona Online Instruction school (AOI) we are not required to collect immunization documents for our students unless they are enrolled in a Blended Learning Center. (please see the Blended Learning handbook for immunization policy)

Title I: AZVA School/Parent Compact
AZVA provides Title I services school-wide. Students are placed with grade-level specific teachers to meet the unique needs (and state standards) for each grade level. This allows teachers to better meet student needs for remediation and enrichment. Students will have a grade-level homeroom teacher and access to additional Class Connect sessions for their specific curriculum subject areas. These teachers work together to address all Title I and/or Special Education needs.

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

School-Parent-Student Compact

Arizona Virtual Academy, Insight Academy of Arizona, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the Arizona’s high academic standards.

School Responsibilities
AZVA and Insight will provide the following:
• Curriculum that is aligned to State standards and includes opportunities to assess student learning
• Instruction by highly qualified teachers that assists students in meeting the 2016 AZ College and Career Standards including:
  o Direct Instruction via ClassConnect
  o Continuous support with course assignments and assessment preparation
  o Supplemental resources that align to course content and/or areas of remediation
  o Opportunities to practice grade level skills in a supportive, successful environment
• Provide written descriptions of assessments, student requirements, and school processes and procedures
• Structure communication methods to ensure students and parents/Learning Coaches have access to important information
• Teachers will work collaboratively with all school staff involved with the student to meet the student’s needs
• Provide opportunities for parents/Learning Coaches to provide feedback on school programs:
  • Provide parents reasonable access to staff.
    o Teachers, principals, and all staff shall reply to phone or email messages within 24 hours.
    o Phone conferences can be arranged to address any concerns
• Provide parent involvements opportunities:
  • School Level Focus Groups – varied demographics for feedback, Once each semester.
  • Parent Advisory Council (PAC) (combined AZVA & ISAZ): Quarterly online meetings
• FAST Team and Coordinated Services:
  • Virtual Orientations: Provided 3-4 times per week to all students new to our schools
  • Virtual Help Desk: Provided 3-4 times per week to all FAST families
  • Live Orientations (In-person)
    o July – August (approaching first day of school)
    o Blended Learning locations as well as other sites (depending on need)
• Strong Start Process
  • Revised approach to consolidate information for families in a more engaging format
  • Strategic approach to staff communication, family engagement, and program feedback
• Parent and Student Supported Activities
  • Monthly FAST outreach at BLC by FAST team to provide in –person support for our families.
  • Quarterly virtual celebration parties for FAST students
• Parent Mentor Program: Parent Mentor program to provide assistance to newly enrolled families from a family that has been with our school for at least one year.

Parent Responsibilities
We, as parents, will support student learning in the following ways:
• Complete orientation process to gain full understanding of parent/Learning Coach daily role
• Monitor student progress and enter attendance daily
• Secure parent/Learning Coach log in to the Online Middle School (OMS)
• Assist student with organizing learning time and materials, maintaining a daily schedule, communicating with teachers, and attending instructional sessions
• Communicate questions, recommendations, or need for support to teacher or other applicable school staff including, but not limited to:
  o Requesting support from teacher(s) when needed
  o Reviewing school communications regularly
  o Completing parent surveys
  o Attending parent events, Open House meetings, etc.
  o Ensure students adhere to school policy and meet responsibilities below.
• Ensure student participation in all required school and state testing as assigned (AzMERIT, AIMS, AZELLA)

Student Responsibilities
We, as students, agree to share the responsibility and engage fully in the programs and support offered by:
• Completing school work daily including lessons, reading, and assigned assessments.
• Attending Class Connect sessions as requested/required and come prepared to participate fully.
• Reviewing school communications and reply to teachers as needed; application will vary based on grade level.
• Communicating with my parent/learning coach any questions or concerns related to the program so that help can be provided.

This compact was created in partnership with parents, teachers, and administrators on June 9, 2015. It is reviewed and revised annually, most recently by the Parent Advisory Council on May 3rd, 2018.

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

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

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

English Language Learner Liaison
- Name: Sarah Lawrence
- Email: slawrence@k12.com
- Physical Address: 99 E. Virginia Suite 200 Phoenix, AZ 85004
- Phone: 623-444-2317

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)).
Arizona Virtual Academy/Insight Academy of Arizona can offer school supplies to qualifying homeless youth. Determinations of qualifying students are made on a case-by-case basis. Legal Guardians may review the school Admission of Homeless Children and Youth policy by calling the school office.

**Homeless & Foster Care Liaison**
- Name: Bouchra Bouanani
- Email: bbouanani@k12.com
- Physical Address: 99 E. Virginia Suite 200 Phoenix, AZ 85004
- Phone: 602-633-5869

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

**Requirements:**
- Student must be enrolled on the last day of the school year.
- Student must meet academic progress guidelines (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 standardized testing (AZMerit/AIMS).

Students who have a current Individualized Education Plan that require assistive technology will receive an Internet service provider subsidy of $12.95 per month if they are enrolled on the last day of the school year. Existing families, who re-enroll by July 1, who meet the eligibility requirements, and are still enrolled on the last day of the semester, will receive Internet reimbursement for the summer months. Families with two or more K-8 students, who meet the eligibility requirements, will receive reimbursement at the rate of $12.95 per eligible month. If a family has two K12® computers, they will be reimbursed at the rate of $12.95 per eligible month.

**Family Education Rights and Privacy Act (FERPA)**
The Family Educational Rights and Privacy Act (FERPA) provides legal guardians and students over 18 years of age (“eligible students”) certain rights regarding the student’s education records. These rights are:

1. **The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.** To request an inspection and review, the legal guardian or eligible student should submit a written request to the Operations Manager that identifies the record(s) they wish to inspect. The Operations Manager makes arrangements for access and notifies the legal guardian or eligible student of the time and place where the records may be inspected.

2. **The right to request an amendment of the student’s education records that the legal guardian or eligible student believes are inaccurate.** Legal guardian or eligible students may ask the School to amend a record that they believe is inaccurate. They should write to the Operations Manager; clearly identify the part of the record they want changed and specify why it is inaccurate. If the School decides not to amend the record as requested by the legal guardian or eligible student, the School notifies the legal guardian or eligible student of the decision and advises him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the legal guardian or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA allows disclosure without consent. One exception that permits the School to disclose information without consent is when the School discloses information to school officials with legitimate educational interests. A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors of the School; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a legal guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

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

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

Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student,” and all rights formerly given to parents under FERPA transfer to the student. The eligible student has the right to have access to his or her education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations, some of which are discussed below), and the right to file a complaint with the Department. The term “education records” is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution. If a student wishes to remove their guardians from their records they will need to complete a request by calling the office 602-476-1320.

**Directory Information**

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

The School has designated the following information as directory information: name, address, telephone number, e-mail address, photo, athletic information, honor roll status, state student id number, GPA, ethnicity, class rank, grade level, activities and clubs, and awards.
If there are certain items the School has chosen to designate as directory information that parents, or guardians do not want disclosed from their student’s education records, without their prior written consent, parents or guardians are encouraged to send an e-mail identifying the information they do not want disclosed, the student’s name, and the name of the virtual academy or affiliate school in which the student is enrolled to: infochange@azva.org. This e-mail must be sent within 30 days of the first day the student attends school.

The above paragraph does not apply to national assessment (e.g., PSAT, ACT or SAT) or other educational entities which have obtained student information, following written consent of the student’s parent or guardian, to share with employment, educational scholarships or financial aid or postsecondary educational opportunities, such as colleges, vocational schools, and universities.

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

**Student Records**

Student records are maintained at the AZVA office. Learning Coaches/parents and/or guardians may contact the AZVA office to obtain a copy of student records. A copying fee may be assessed. If Learning Coaches/parents and/or guardians change their address, telephone number, e-mail address, or place of employment, they are asked to notify their teacher immediately. Learning Coaches are responsible for keeping contact information current within the My Account section of the OMS.

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

**Title IX and Non-Discrimination Notice**

**Policy Provisions**

Arizona Virtual Academy and Insight School of Arizona are both public online charter schools which complies with [Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 et seq.](https://www2.ed.gov/about/offices/list/ocr/pubs/tix.html), and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX.

Sexual violence is defined by the U.S. Department of Education and its Office for Civil Rights (OCR) referring to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Title IX protects students from sexual harassment in a school’s education programs and activities. This means that Title IX protects students in connection with all the academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school’s facilities, on a school bus, at a class or training program.

**Title IX District Personnel**

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

Title IX Coordinator: Bouchra Bouanani

bbouanani@k12.com 602.715.2949

Link to OCR website for Title IX guidelines: [https://wdcrobcollp01.ed.gov/CFAPPS/OCR/contactus.cfm](https://wdcrobcollp01.ed.gov/CFAPPS/OCR/contactus.cfm)
Complaint Procedures

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


*Reference US Department of Education: Office of Civil Rights

Student Code of Conduct

AZVA students are subject to the rules and restrictions implemented by Arizona Virtual Academy 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 AZVA should be aware of the following guidelines, expectations, and consequences.

Acceptable Use Guidelines for the Internet:

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

Dangerous or Disruptive Conduct

The following conduct is considered “dangerous or disruptive conduct” and is prohibited at all times 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**
Arizona Virtual Academy and Insight Academy of Arizona 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](https://www.azleg.gov/azsrevisedstatutes/15/341.37/)
[Arizona Revised Statutes §15-2301. Hazing prevention policies; definitions](https://www.azleg.gov/azsrevisedstatutes/15/2301/)

**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 changes 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.

**Vandalism**

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

AZVA reserves the right to review any material transmitted using AZVA instructional computing resources or posted to an AZVA instructional computing resource to determine the appropriateness of such material. AZVA may review this material at any time, with or without notice. Email transmitted via AZVA instructional computing resources is not private and may be monitored.
AZVA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. AZVA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. AZVA also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author’s individual point of view and not that of AZVA, its affiliates, or its employees. AZVA assumes no responsibility for damages to the user’s computer system.

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

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. Additionally, any student may anonymously report bullying through this link: https://form.jotform.com/62695166324158

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, Arizona Virtual Academy and Insight Academy of Arizona 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.

**Manifestation Determination**
In the circumstance where there is a discipline concern that will result in action taken by the school, including, but not limited to, suspension and expulsion, with a student that qualifies for special education or 504 Plan, the special education teacher will hold a manifestation of determination meeting with the appropriate IEP team members in attendance.

When there is an attendance concern with a student that qualifies for special education, the IEP or 504 team will meet to determine if the services in place are appropriate for FAPE and if the student’s disability is a barrier. If the team determines that the services are appropriate and the disability is not a barrier, the team will conclude the meeting with a prior written notice and follow the school truancy process.

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

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

I understand and agree . . .

- I am enrolling my student in a public charter school, and my student may not be enrolled in any other public school while enrolled at AZVA.
- I am required to have access to a computer with Internet access at all times during my student’s enrollment in the Arizona Virtual Academy.
- I am aware that my student has daily attendance requirements that he/she is expected to meet. I must log this attendance daily, using the Learning Coach account.
- I will notify my student’s homeroom teacher of any extended absences or periods of time when the student will be doing school-work out of state.
- I will establish a student account in the OMS for my student to use when completing lessons in the online school.
- I will not allow my student/s access to my Learning Coach account.
• I will supervise my student in using the K12 curriculum, checking work and verifying understanding after each lesson is completed daily.
• I am aware of student progress requirements, which must be met daily, weekly, and quarterly.
• I will monitor my student's participation in monthly teacher-graded assignments and interim assessments, which must be submitted on time and will be reflected in his or her final grades.
• I will support my student's learning by ensuring s/he attends any required Class Connect sessions.
• I am aware that teachers and/or administrators may require additional proof of progress during the school year. Additional progress verification may be requested in the form of (but not limited to) Class Connect sessions, written work samples and phone conferences.
• I will read and respond to school email daily, participate in conference calls monthly, and return teacher and administrative phone calls in a timely manner (within 48 hours).
• I will have my student complete the required USA Test Prep web-based assessments as assigned by teachers and/or administrators. Both math and reading will be assessed during enrollment and at the end of the school year.
• I am aware that my student is required to participate in state standardized testing. It is my responsibility to transport my student to and from testing all days assigned.
• I will review and monitor my student's adherence to the Academic Integrity Policy in which plagiarism and cheating is discussed along with consequences for violations.
• I have read all of the above statements and my school email account will show a date stamp for receiving the Middle School Handbook that will serve as my agreement for compliancy of all policies and regulations listed in this document.

Complaint Response Procedure

Arizona Virtual Academy is dedicated to establishing student/family satisfaction. The following procedure is in place to ensure that designated employees address student/family grievances in a timely manner. Arizona Virtual Academy prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, 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 Arizona Virtual Academy governing body. The Arizona Virtual Academy governing body may address the complaint directly, or the family may file a complaint with the State Board for Charter Schools. Arizona Virtual Academy has 30 days to respond in writing to a formal complaint filed with the State Board for Charter Schools.

Student Survey Data Consent and Privacy Policy

A) Permission for Student to Participate in identified surveys throughout each school year, Arizona Virtual Academy (AZVA) may request students or families to provide information through a survey in order to be able to serve our unique population appropriately. In any survey it sends out, AZVA will include an explanation for completing it as well as the reason for the questions asked. However, AZVA must receive written, signed parental/guardian permission annually before collecting survey information retained by the school for longer than one year and that asks personal information about the student regarding any of the following:

1. Critical appraisals of another person with whom a pupil has a close relationship.
2. Gun or ammunition ownership.
3. Illegal, antisocial or self-incriminating behavior.
4. Income or other financial information.
5. Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician or member of the clergy.
6. Medical history or medical information.
7. Mental health history or mental health information.
8. Political affiliations, opinions or beliefs.
10. The quality of home interpersonal relationships.
11. Religious practices, affiliations or beliefs.
12. Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning.
13. Sexual behavior or attitudes.

A parent’s/guardian’s consent for surveys obtained at the beginning of every school year is applicable for the entire school year. However, a parent/guardian has the right to revoke consent for their student to participate in any survey requesting information listed in 1-14 above, at any time. AZVA cannot ask a student to complete any survey outlined above if a parent/guardian has not provided or has revoked consent for their student’s participation in the survey. For students who are at least eighteen years of age, permission is only required from the student.

B) Permission to Administer Survey - All surveys requesting information listed in 1-14 above must be approved and authorized in writing by the Arizona Virtual Academy Head of School.

This applies to all surveys whether written or digitally conducted on matters listed in 1-14 above regardless of the stated purpose of the survey and regardless of the quantity or percentage of questions that solicit the identified data.

C) Exceptions - For avoidance of doubt, this policy does not apply to:
   1. Any survey conducted that contains questions soliciting information listed in items 1-14 above, if the survey does not require a student's name or any other personally identifiable information.
   2. Any survey conducted or implemented by the Arizona criminal justice commission.
   3. Any method of surveying a student that is conducted because a person has a reasonable belief that a minor is or has been a victim of abuse and which AZVA has a duty to report pursuant to section Arizona statute 13-3620.

D) Survey Participation Not Required - Participation in any survey seeking information listed in 1-14 in Section A above is not required:
   1. To be a student at AZVA
   2. To demonstrate competency requirements for any grade level, course or subject.
   3. To qualify for placement into any grade level, course or subject.
   4. To be promoted to the next grade.
   5. To receive credit for any course or as part of a letter grade for any course.
   6. To graduate from high school.
   7. To obtain a high school equivalency diploma.

Arizona Virtual Academy will provide an alternative educational activity for any student whose parent/guardian does not consent for that student to participate in a survey seeking information in 1-14 listed in Section A above. And if that student attends the alternative educational activity such time will be counted toward the student’s daily attendance and average daily membership for Arizona Virtual Academy and the student will not be counted absent from school.
AZVA will not impose any penalty on any student or the student’s parent/guardian for not participating in any survey conducted on matters outlined in Section A, 1-14 above.

AZVA will neither impose a penalty nor provide a reward to a teacher, administrator, or other Arizona Virtual Academy employee based upon the student participation rate in any survey seeking information in items 1-14 above.

Responses to surveys seeking information identified in 1-14 listed above will not be included:
1. As part of a school academic performance indicator or as part of any other similar school rating system.
2. In the education learning and accountability system, or in any other similar system.
3. In the student accountability information system or in any other similar system.
4. In any school, administrator or teacher rating system.

Upon request, Arizona Virtual Academy will timely provide applicable AZVA information to the parent/guardian of a student regarding a survey seeking the information in items 1-14 listed above including:
1. The name of the survey.
2. The date or dates when the survey was or will be administered.
3. The method or methods of administering the survey.
4. The amount of time required to administer the survey.
5. The types of information collected by the survey.
6. The reasons for administering the survey.

E) How to File a Complaint - If a parent/guardian of an Arizona Virtual Academy student has a reasonable belief that Arizona Virtual Academy has violated this policy, he or she may file a complaint with the Arizona Attorney General or the county attorney for the county in which an alleged violation of this policy occurred.

F) Definitions For the purposes of this policy:
1. "Parent" has the same meaning prescribed in section (biological parent, foster parent or legal guardian); except that Parent does not mean this state if the pupil is a ward of the state.
2. "Survey" means:
   (a) when used as a noun, an instrument that investigates the attitudes, behaviors, beliefs, experiences, opinions or thoughts of a pupil or group of pupils.
   (b) when used as a verb, to use an instrument to investigate the attitudes, behaviors, beliefs, experiences, opinions or thoughts of a pupil or group of pupils.

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).

School Report Cards
Arizona Virtual Academy 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. As of May 2018, there is not an approved accountability system for Alternative or AZ Online Instruction schools.
### Who to Go To When You Need Help: Student Resolution Matrix

<table>
<thead>
<tr>
<th>Issue</th>
<th>Who To Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Help</td>
<td>Homeroom Teacher/ Advisor</td>
</tr>
<tr>
<td>Address Update</td>
<td>Homeroom Teacher/ Advisor or School Office at 602-476-1320</td>
</tr>
<tr>
<td>Attendance Questions &amp; Submitted Incorrectly</td>
<td>Homeroom Teacher/ Advisor</td>
</tr>
<tr>
<td>Course Change or Missing OMS Course</td>
<td>Homeroom Teacher/ Advisor</td>
</tr>
<tr>
<td>Course Content Comments &amp; Minor Errors</td>
<td>Feedback in your Online School - <a href="https://login-learn.k12.com/#login">https://login-learn.k12.com/#login</a></td>
</tr>
<tr>
<td>Course Content Questions &amp; Errors</td>
<td>Homeroom Teacher/ Advisor</td>
</tr>
<tr>
<td>Grades and Scores for Online Assessments</td>
<td>Homeroom Teacher/ Advisor</td>
</tr>
<tr>
<td>Internet Reimbursement (If Available)</td>
<td>School Office – 602-476-1320</td>
</tr>
<tr>
<td>K¹² Computer Requests</td>
<td>School</td>
</tr>
<tr>
<td>OMS Account Set-Up &amp; Login</td>
<td>Customer Support: <a href="https://k12.com/support">k12.com/support</a> / 866-512-2273</td>
</tr>
<tr>
<td>OMS Error Messages</td>
<td>Customer Support: <a href="https://k12.com/support">k12.com/support</a> / 866-512-2273</td>
</tr>
<tr>
<td>OMS Navigation</td>
<td>Teacher or Customer Support: <a href="https://k12.com/support">k12.com/support</a> / 866-512-2273</td>
</tr>
<tr>
<td>PDF Links</td>
<td>Customer Support: <a href="https://k12.com/support">k12.com/support</a> / 866-512-2273</td>
</tr>
<tr>
<td>Return K12 Computer Equipment</td>
<td>K12 Computer Returns: <a href="mailto:computer-returns@k12.com">computer-returns@k12.com</a> / 866-571-4310</td>
</tr>
<tr>
<td>Return Labels (Need Additional UPS Labels)</td>
<td>Customer Support: <a href="https://k12.com/support">k12.com/support</a></td>
</tr>
<tr>
<td>School Events &amp; School Community Logins</td>
<td>Homeroom Teacher/ Advisor</td>
</tr>
<tr>
<td>Study Island Login</td>
<td>Homeroom Teacher/ Advisor</td>
</tr>
<tr>
<td>Suggestions &amp; Comments</td>
<td>Feedback in Your Online School - <a href="https://login-learn.k12.com/#login">https://login-learn.k12.com/#login</a></td>
</tr>
<tr>
<td>Transcript Requests</td>
<td>School Office – 602-476-1320</td>
</tr>
<tr>
<td>Withdraw</td>
<td>Homeroom Teacher/ Advisor</td>
</tr>
</tbody>
</table>