

AZVA High School Handbook



**“Excellence is not
an act, but a
habit.” ~Aristotle**

This is MY time
To work hard

To learn

To achieve

To grow

To prepare

To have joy in my
accomplishments.

This is AZVA, in
pursuit of
excellence.

And MY time is

2016 - 2017

Arizona Virtual Academy
99 E Virginia Ave. #200
Phoenix, AZ 85004

Phone: 602.476.1320
Fax: 888.794.4594
Customer Care: 866.512.2273

High School Website:
https://sites.google.com/site/azv_ahs/



AZVA High School provides an engaging, innovative experience that prepares individuals for success in a rapidly changing world, empowering them to realize their full potential.

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.

Getting Started

Whether you are first starting with Arizona Virtual Academy or just reading through this guide as a refresher before beginning the new school year, the sheer volume of the material can often be daunting. That is why Arizona Virtual Academy, in partnership with k12®, has created a variety of terrific support websites to help you so you can quickly become familiar with Arizona Virtual Academy and its programs; this list can be found at <http://azva.k12start.com/>. If you are having trouble getting started, you can always contact your student's Student Success Mentor (Mentor) and he or she will be happy to answer any questions you may have. With all these great resources at your disposal, you will be navigating the Arizona Virtual Academy pages with ease in no time, quickly customizing the program to best suit your needs as a Learning Coach.

AZVA High School Website:

<https://sites.google.com/site/azvahs/>

School Email Address

Please add the email address below to your contacts so that you can receive school information such as progress reports via email. You will receive school communication from this email account, but please do not send emails to the school using this address as the mailbox is not monitored.

progress@azva.org

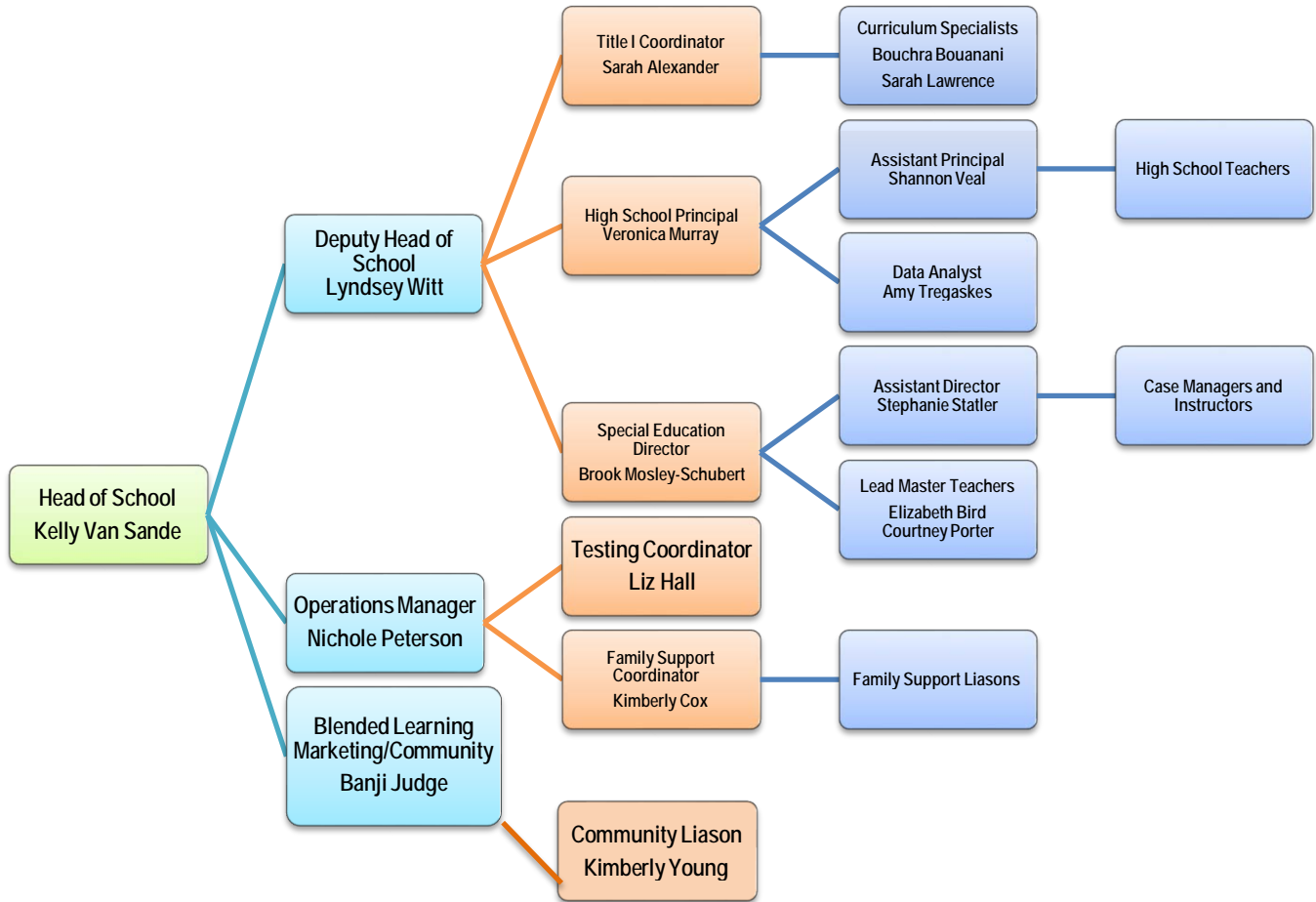
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School Organizational Chart



Calendars

2016 – 2017 AZVA Calendar

Fall Semester 2016

Aug 3 First semester begins

Sep 5 Labor Day recess

Oct 5 End of first quarter

6-10 Fall Break

11 Second quarter begins

Nov 11 Veterans Day recess

23-25 Thanksgiving recess

Dec 16 End of second quarter

19 – Jan 3 Winter break

Spring Semester 2017

Jan 4 Third quarter begins

16 MLK/Civil Rights Day recess

Feb 20 Presidents' Day recess

Mar 9 End of third quarter

10-17 Spring break

20 Fourth quarter begins

Apr 14 - 17 Testing recess

May 23 End of fourth quarter



TESTING CALENDAR

SY 2016-2017

District Required Assessments:

USA Test Prep (At home, computer based testing)	Dates of Assessment
Fall testing	August 1 st and 2 nd
Winter Testing	January 3 rd and 4 th
Spring Testing	May 1st

*** The testing days above are set aside in student calendars so that students only complete the required district assessment. Details regarding login instructions will be sent directly by student homeroom teachers.*

State Required Assessment: AzMERIT End of Course Fall Testing

AZMERIT- Fall End of Course Testing (In person, Computer Based Testing) (REQUIRED by ADE for any student in a high school level end of course class.	Testing Dates (November 15-18) to be completed in-person at school approved testing centers ONLY
End of Course 9th, 10th, 11th Grade Writing	November 15th
End of Course 9 th , 10 th , 11 th Grade ELA Part 1	November 16th
End of Course 9th, 10th, 11th Grade ELA Part 2	November 16th
End of Course Algebra 1- Part 1	November 17th
End of Course Algebra 1- Part 2	November 17th
End of Course Geometry – Part 1	November 17th
End of Course Geometry – Part 2	November 17th
End of Course Algebra 2 – Part 1	November 17th
End of Course Algebra 2- Part 2	November 17th
Make up Testing Dates all subject tests	November 16 th -18th

***End of Course testing is taken by student's 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.*

State Required Assessment: AzMERIT/AIMS Science Spring Testing:

AzMERIT and AIMS Science Spring Testing- (REQUIRED state assessment for all students enrolled in a public or charter school. This testing <u>MUST</u> be completed in person at district approved locations)	Week One: Testing Dates. Anticipated geographic areas include: Ajo, Benson, Bullhead City, Cottonwood, Camp Verde, Chinle, Colorado City, Eager, Flagstaff, Green Valley, Kingman, Lake Havasu, Page, Payson, Prescott, Quartzsite, Safford, Sierra Vista, Show Low, St. Michaels, Tucson Winslow ***	Week Two: Testing Dates. Anticipated geographic areas include: Apache Junction, Avondale, Coolidge, Douglas, Glendale, Globe, Maricopa, Mesa, Phoenix North Valley, Phoenix North West Valley, Phoenix West Valley, San Tan Valley, Surprise, Tempe, Yuma ***
AIMS Science: Paper Based AzMERIT: Computer Based		
End of Course 9 th , 10 th , 11 th Grade Writing	Region/Week 1: March 28th	Region/Week 2: April 4th
Grades, 3, 4, 5, 6, 7, 8 Writing	Region/Week 1: March 28th	Region/Week 2: April 4th
End of Course 9 th , 10 th , 11 th Grade ELA Part 1	Region/ Week 1: March 29th	Region/Week 2: April 5th
End of Course 9 th , 10 th , 11 th Grade ELA Part 2	Region/ Week 1: March 29th	Region/Week 2: April 5th
Grades, 3, 4, 5, 6, 7, 8 ELA Part 1	Region/ Week 1: March 29th	Region/Week 2: April 5th
Grades, 3, 4, 5, 6, 7, 8 Math Part 1	Region/ Week 1: March 29th	Region/Week 2: April 5th
End of Course Algebra 1- Part 1	Region/Week 1: March 30th	Region/Week 2: April 6
End of Course Algebra 1- Part 2	Region/Week 1: March 30th	Region/Week 2: April 6
End of Course Geometry – Part 1	Region/Week 1: March 30th	Region/Week 2: April 6
End of Course Geometry – Part 2	Region/Week 1: March 30th	Region/Week 2: April 6
End of Course Algebra 2 – Part 1	Region/Week 1: March 30th	Region/Week 2: April 6
End of Course Algebra 2- Part 2	Region/Week 1: March 30th	Region/Week 2: April 6
Grades, 3, 4, 5, 6, 7, 8 Reading Part 2	Region/Week 1: March 30th	Region/Week 2: April 6
Grades, 3, 4, 5, 6, 7, 8 Math Part 2	Region/Week 1: March 30th	Region/Week 2: April 6

AIMS Science (In Person, Paper Based Testing) Grades 4 th , 8 th , 10 th Grade	March 31 st	April 7 th
Make up testing dates: (Scheduled staff testing dates)	April 10 th – April 13 th (as needed in some locations)	April 10 th – April 13 th (as needed in some locations)
Phoenix Office ONLY make up testing dates: (Testing Team members only)	April 17 th – April 21 st	April 17 th – April 21 st

***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.*

Arizona Virtual Academy/ISAZ Testing Website: <https://sites.google.com/site/azvainsighttesting/home/testing-calendar>

Introduction

This *Arizona Virtual Academy Handbook* sets forth some general guidance for parents and students enrolled in the Arizona Virtual Academy (AZVA) high school program. Arizona Virtual Academy 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.az.gov/>. The Arizona Virtual Academy charter contract is available from the Arizona Virtual Academy office.

Admission Requirements

Arizona Virtual Academy students must reside in Arizona in order to be eligible to enroll in Arizona Virtual Academy. Additionally, at least 80% of our new students for 2016-2017 must have been enrolled in and attended a public school (including charters) during the 2015-2016 school year. Up to 20% of our 2016-2017 new-student population may be comprised of students who did not attend a public school during the 2015-2016 school year.

Pursuant to ARS 15-808 I, Arizona Virtual Academy teachers and administrators confer with parents of students whose academic achievement declines while attending Arizona Virtual Academy. Arizona Virtual Academy evaluates progress within the Online School and standardized test scores to determine academic achievement. If a student's academic achievement declines while attending Arizona Virtual Academy, the school's administration meets with the parents to discuss whether the student should continue to participate in Arizona Virtual Academy.

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

For incoming high school students at Arizona Virtual Academy, in addition to state required enrollment documents, the following are required:

- Official or Unofficial Complete Transcript(s)
 - Defined as:
 - Complete transcript is one that includes all previous high school credit(s) earned through the most recent complete academic year.
 - State mandated testing scores must be included on the transcript or supported with additional documentation.
 - Students who enroll without proof of test scores will be required to enroll in a state testing preparation course offered through the school's course catalog.
 - Incoming 9th grade students are required to provide a report card from the end of the 8th grade academic year.

Additionally, enrollments received after the dates listed below will not be considered for the current semester:

- Semester 1: September 5, 2016
- Semester 2: January 27, 2017

Enrollment

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

“I Understand” Statements

The purpose of the following statements is to clearly state all expectations for Arizona Virtual Academy 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 that I am required to have access to a computer with a working microphone and internet access at all times during my student’s enrollment in the Arizona Virtual Academy.
- I understand that I am responsible for personal computer repairs.
- I also understand that I am responsible for submitting work on time even if I am experiencing computer difficulties.

Attendance

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

Grade Level	Yearly Hours	Required Weekly Hours	Daily Hours
Grades 9-12	1080	30	6

Attendance and User Activity

Logged attendance must reflect the User Activity (time actually spent in the online courses). If attendance does not match the User Activity, the high school staff has the option of removing the attendance not connected to time actually spent working in courses (this does not include time spent offline reading, etc.). 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.

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 Arizona Virtual Academy 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.

Arizona Virtual Academy employs an Attendance Clerk to monitor student attendance. The clerk notifies families via an auto-dialer phone system and Kmail when a student is in danger of being expelled due to excessive absenteeism.

- Failure to respond to an attendance notice within 24 hours and/or failure to make up missing days and hours could result in student being withdrawn or expelled due to excessive absenteeism. Should this happen, a letter is sent to the Learning Coach via e-mail and certified mail that notifies the Learning Coach that the student has been withdrawn from Arizona Virtual Academy due to excessive absenteeism.
- Students withdrawn from Arizona Virtual Academy for excessive absenteeism will be allowed to re-enroll one time.

Absences

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

Withdrawing Students

Learning Coaches of students who are withdrawing from the Arizona Virtual Academy must contact their Student Success Mentor 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.

Students who withdraw from school in the last 10 school days will receive final grades on their transcripts. Students who want to drop a class with a W must do so in writing to their school counselor prior to the last 10 days of school. Students will not be permitted to drop a class in the last 10 days of school.

The High School Experience

Teachers' Live Sessions

Each teacher will host live teaching sessions as well as open office times throughout the week. The schedule for live sessions is posted in the Teacher Contact Info area of each course as well as noted in ClassConnect. All sessions will be scheduled in the ClassConnect area of the OHS and OLS. Some live sessions may overlap occasionally. When this occurs, students can make the decision as to which session they will attend. All

teaching sessions will be recorded and teachers will be available at other times to meet with students as needed when overlap does occur.

ClassConnect Session Labels

Type of Session (Class or Reteach) – Course Name – Session Description

Examples:

Class – ENG103 – Review of Nouns and Pronouns

Reteach – SCI203 – Mitosis

Required MTSS

Example:

Required MTSS – MTH123 – factoring

Bobcat Den

Arizona Virtual Academy staff members want our students to feel connected and actively engaged in the events and exciting online experiences that take place at the high school level. The Bobcat Den is a time set aside during the month for Arizona Virtual Academy high school students to meet and is scheduled on Wednesday at 12:00PM. This is a social time with other students and for weekly announcements and updates. Attendance will be taken and used for documentation purposes.

Outings

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

High School Clubs

It is Arizona Virtual Academy's goal to foster a sense of community for our families during the school year. In an effort to help families build more meaningful relationships, Arizona Virtual Academy offers in-person and online clubs based on students' and families' interests. Clubs meet online and/or at specific locations throughout the state. Arizona Virtual Academy teachers facilitate clubs in which students may participate. Further information about clubs can be obtained by contacting the staff sponsor(s) as well as checking the school announcements or attending Bobcat Den for updates and activities.

Vacation policy

Arizona Virtual Academy is a public school. Students must attend at least 90% of the possible instructional hours for the school year AND must not miss school for ten (10) consecutive days. If a family needs to plan a vacation, this vacation must not include more than 10% of the possible instructional hours and must not last more than ten (10) consecutive days. Assignments due during a family-scheduled vacation must be completed

prior to the vacation, and it is the student’s responsibility to contact his or her teachers prior to this absence. There are no exceptions to this policy. Assignments that are completed late due to a family-scheduled vacation during school may not be accepted.

Schedule Change Policy



AZVA High School Schedule Change Policy 2016-2017

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

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

<u>ACTION</u>	Semester 1	Semester 2	<u>Comments</u>
<p>Add Course Pre-Requisites:</p> <ul style="list-style-type: none"> Learning Coach permission form submitted to counselor by Kmail Students must present a solid rationale for the course change. 	8-12-16	1-13-17	<ul style="list-style-type: none"> Students may add up to 7 courses a semester (Not including FYP, Online Learning, Advisory). Student must be a continuing AZVA student, have an “A” average the previous semester and have a compelling educational reason for the additional course. This request must be evaluated and approved by the counselor/administration. Students may not add Advanced Placement (AP®) courses after the semester has started
<p>Change Course Pre-Requisites:</p> <ul style="list-style-type: none"> Learning Coach permission form submitted to counselor by Kmail Students must present a solid rationale for the course change. Please see the bottom of the page regarding electives and LAC1 	8-12-16	1-13-17	<p>Acceptable rationale can be:</p> <ul style="list-style-type: none"> Error in placement Final Summer School Adjustments Misplaced Levels (Honors, Comprehensive, AP®) Disability- Based Needs Demonstrable career goal changes for which a course change is absolutely necessary <p>Changing one’s mind, wanting a different teacher, and not completing the course selection survey are not acceptable reasons for changing a course.</p>
<p>Drop Course Pre-Requisites: Permission from:</p> <ul style="list-style-type: none"> Course Instructor Learning Coach permission form submitted to counselor by Kmail School Counselor approval 	<p>No Penalty 9-9-16</p> <p>Drop with a “W” 9-12-16 to 12-6-16</p> <p>students may not withdraw after this date.</p>	<p>No Penalty 2-10-17</p> <p>Drop with a “W” 2-13-17 to 5-9-17</p> <p>students may not withdraw after this date.</p>	<p>A Student cannot drop a course if:</p> <ul style="list-style-type: none"> Student is passing the course with a “C” or higher Dropping the course will result in carrying fewer than 5 classes for that semester regardless of the total credits being carried The request is made after the established deadlines Permission from all parties is not obtained

Change Levels	8-26-16	1-27-17	
<p>Pre-Requisites: Student meets the course pre-requisites as listed in the course catalog Permission from:</p> <ul style="list-style-type: none"> • Students will have to discuss their reasons for wanting to change levels with the teacher first. • Learning Coach permission form submitted to counselor by Kmail • School Counselor approval 	<p>Students may not change levels up to an Advanced Placement (AP®) courses after the semester has started, and Honors after the course change deadline above</p>	<p>Students may not change levels up to an Advanced Placement (AP®) courses after the semester has started, and Honors after the course change deadline above</p>	<ul style="list-style-type: none"> • Change of levels from an Honors course or AP course down to the comprehensive level will be made if the student demonstrates clearly that the current course level is too difficult for his/her documented ability. • Students enrolled in AP® or Honors courses must receive a grade of A, B or C to remain in the same level of course for the following semester. • Students enrolled in Honors courses must submit the Honors project (or the first portion) by a specific date, communicated by the teacher in the course calendar. Students who do not submit this project by this date will be removed from the honors course immediately and placed in the Comprehensive level.

Please keep in mind:

- ❖ Elective courses will not be changed. Elective courses are chosen for students based upon the student survey sent out each semester. If a student does not complete the survey by the deadline, a counselor will choose the student's electives.
- ❖ 8th grade students may take Algebra I on the Online High school platform and may earn HS math credit.
- ❖ Students that request to withdraw from AZVA within the last two weeks of the semester will have their final grades appear on their transcripts, and the official date of withdrawal will be after the conclusion of the semester. Students are not permitted withdraw any classes within the last 10 days of the semester.

Process for Withdrawal and Expulsion of Truant or Excessively Absent Students

1. Student attendance will be monitored regularly.
2. Students who miss five (5) or more consecutive days or who have logged less than the 90% of the required hours will be notified. Students are considered excessively absent when they have missed ten (10) consecutive instructional days and/or their cumulative attendance is 90% or less than what is mandated by the state. Arizona Virtual Academy policy states that we may withdraw any student who does not meet these attendance requirements.
3. Once a student has been withdrawn from Arizona Virtual Academy, he or she will receive a letter from K12 detailing all materials that must be returned.

Middle School Students taking High School Courses

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

- 8th grade students may enroll in high school courses in the Fall semester only.
- Students can only move into 9th grade at the start of the school year in the Fall semester.
- The student must have completed all MS curriculum in that content area in order to enroll in a HS course.
- Scantron scores must support that the student is academically ready to move up.
- Middle School work samples must have been submitted on time and the student must be up to date on attendance.
- 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.

Graduation Requirements

To be eligible to earn a diploma, Arizona Virtual Academy students must complete at least 22 credits. A minimum of 25% of those credits must have been completed with Arizona Virtual Academy or Insight Academy of Arizona. Additionally, the student’s final semester of high school must be completed at Arizona Virtual Academy in order to earn a diploma from this accredited institution. Lastly, beginning with students in the class of 2017, Arizona students will be required to pass a civics test per the American Civics Act (HB 2064) to be eligible to earn a diploma.

Students must earn the following credits to graduate:

English **	4 credits
Math	4 credits
Science	3 credits
Social Studies	3 credits (including 1 credit of World History, 1 credit of US History, and ½ credit of American Government and ½ credit of Economics)
Fine Arts	1 credit
Electives	7 credits (including 2 credits of the same foreign language*)

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

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

Blended Learning

AZVA’s Blended Learning Centers offer face to face support for students in grades 4-12 (grades vary at some locations). The Learning Centers offer the following benefits:

- Full-time and part-time onsite options, depending on location
- Support of the Learning Center Site Coordinator, acting as a secondary Learning Coach
- Individualized Learning Plans
- Opportunities for socialization

- Onsite certified teacher support at some locations

Blended Learning Google Site Map:

<http://maps.google.com/maps/ms?ie=UTF8&hl=en&oe=UTF8&msa=0&msid=214331303815600992431.0004d53a201f34553fb8d>

National Honor Society

The National Honor Society (“NHS”) chapter of Arizona Virtual Academy is a duly chartered chapter of this prestigious national organization. Membership is open to those students who meet the required criteria in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs. Students are selected to be members by a Faculty Council, appointed by the school principal, who bestows this honor upon qualified students on behalf of the faculty of our school each spring semester.

Students in the 10th, 11th, or 12th grades are eligible for membership. For the scholarship criterion, a student must have a cumulative grade point average (“GPA”) of 3.0 or better on a 4.0 scale. Those students who meet this criterion are invited to complete a Student Activity Information Form that provides the Faculty Council with information regarding the candidate’s leadership and service. A history of leadership experiences and participation in school or community service is also required.

To evaluate a candidate’s character, the Faculty Council uses two forms of input. First, school disciplinary records are reviewed. Second, members of the faculty are solicited for input regarding their professional reflections on a candidate’s service activities, character, and leadership. This information and the Student Activity Information Forms are carefully reviewed by the Faculty Council to determine membership. A majority vote of the Faculty Council is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule.

Following notification, a formal induction ceremony is held to recognize all the newly selected members. In order to be an active member in NHS, students are required to attend and participate. Once inducted, new members are required to maintain the same level of performance (or better) in all four criteria that led to their selection. This obligation includes regular attendance at chapter meetings held every other week or as needed (determined by the chapter members), and participation in chapter service projects.

Individualized Learning Plans (ILPs) and Graduation Plans

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

Graduation Plans are prepared/updated by the Student's counselor once a year. This Graduation Plan will include a credit check as well as a course plan. Counselors will send Graduation Plans through Kmail as they are completed. Questions regarding Graduations Plans should be directed to the Counselor.

Report Cards

Fall semester transcripts are mailed in January, and spring semester report cards are issued in June. Progress Reports will be sent through email weekly by Student Success Mentors.

Transcripts

If you need transcripts or have transcript related questions, please contact Arizona Virtual Academy's Registrar. To request official transcripts, please use the link below to download the form.

<https://sites.google.com/site/ArizonaVirtualAcademyhs/Announcements/needtranscripts>

Arizona Virtual Academy Registrar

Phone: 602-476-1320 Ext 1004

Fax: 888-794-4594

If you need to send transcripts to Arizona Virtual Academy, please mail them to:

Arizona Virtual Academy

Attn: Registrar

99 E. Virginia Ave. Suite 200

Phoenix, AZ 85004

Appeal of Final Semester Grades and Awarding of Credit

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

Grade Promotion and Awarding of Credit

Students are promoted based on their cohort year (determined by their grade level when they enrolled in school). In order to earn a diploma students must complete the 22 required credits. Credit is not awarded for courses in which a student earns an F or fails to log 90% (65 hours per course) of the required attendance. Students may repeat a course in which they have earned an F. If the student passes the course on the second attempt they will receive that grade but the previous failed course will remain on the transcript. Credit is granted for courses in which the student completes the attendance requirement and earns an A, B, C or D. Students may repeat courses for a higher grade if they choose to do so. If this occurs, credit will only be granted once for that class and the other course will receive credit for an elective class. Credit can't be earned

for the same class twice. Students enrolling in a course 30 days after the official school semester start date are on audit status and not eligible to earn credit. Grade-level classification is based on the number of credits earned and is reviewed at the end of each semester.

0 – 5 credits	9 th grade
6 -11 credits	10 th grade
12-17 credits	11 th grade
17- 22 credits	12 th grade

The Online High School

Lockdown Browser and Turnitin

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

Final Exams

Students must take final exams at the end of both fall and spring semesters. Excused absences are not allowed for these exams. In order to protect test confidentiality, all exams must be taken on assigned days. Students who cheat and/or plagiarize in any way on a final exam or final project shall not be allowed to resubmit it for credit. Final exam schedules are posted in course calendars at the beginning of the semester; further information is posted in course announcements and Kmailed to families throughout the semester.

Dropbox

Arizona Virtual Academy can remove content or files from a Dropbox folder without advance notice or permission of the user when the content is found to be inappropriate or offensive.

Inappropriate Content

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

Objectionable Materials

There may be times a Learning Coach finds certain lessons, books or materials objectionable for various reasons. Teachers will work with Learning Coaches to find alternative lessons to meet the lesson objectives. The assessment for the lesson must be completed to show that the objectives have been met.

Academics

Academic Responsibility

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 Arizona Virtual Academy Highly Qualified teacher.

Definitions:

- Grade level: K – 12
- Grade level proficiency: Assessment of student proficiency may be determined using one or more of the following academic indicators: AIMS and EOC assessment history; course progress; Scantron assessments; school-based diagnostic assessments; DIBELS; work sample submissions; assessments; additional teacher designed, standards-based assessments.
- Instructional sessions: Instruction will take place in ClassConnect no less than two times per week. Required number of sessions will be listed on the Individual Learning Plans. The Highly Qualified teacher will determine instructional goals, weekly instructional time, and criteria to demonstrate proficiency based on student data.
- Required attendance: Students are required to attend instructional sessions as assigned. Learning Coaches and students will be notified by Kmail of the required ClassConnect sessions and accompanying instructional goal(s). Required sessions will appear on student's online school account.
- Active Participation: Students are required to join ClassConnect sessions on time and consistently. Students must engage with the academic content and the teacher by use of the dialog box and/or microphone and/or whiteboard as appropriate within the lesson.
- Failure to attend and participate in MTSS sessions: Students will be referred to the Family Academic Support Team (FAST) where a FASL will work with the student. Upon release from FAST, the student will have follow-up from the Team Academic Administrator.
- Instructional Cycle: No less than a six week period in which instructional goals are addressed. Students may complete a goal in one cycle and continue with a new goal in a subsequent cycle until sufficient grade level proficiency is demonstrated.

Procedures:

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

Assignment Due Dates

- Graded assignments – whether teacher- or computer scored – are listed on the Class Plan (course calendar). The due date on the calendar is recommended and a zero will be entered the day after the Due Date if the assignment has not been completed or submitted. However, after zeros are entered, assignments can still and must be completed and submitted ***no later than midnight, on the Sunday as scheduled on the Class Plan, which is the End Date (the day the unit locks)***. Any work that is assigned during that unit that is not received by the locking date Sunday will no longer be eligible for submission.
- Under extreme circumstances, teachers may allow an extensions on assignments as approved by the Principal. ***Families should never assume that teachers will automatically grant these requests.*** Due date extensions *must* be requested before the due date of the assignment during the school week. Requests received on or past the due date, or on a non-school day, will not be granted. All exceptions must go to the teacher first and then be approved by the Principal.
- In case of computer or internet-issues, students are required to contact their classroom teachers immediately to communicate the issue, so please have a hardcopy of all teachers’ names and phone numbers. Computer or internet issues will not be considered for exceptions.
- **Please be aware that because of the point values assigned to teacher-scored assignments, it is mathematically impossible to pass a course without completing them.**

Academic Decline

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

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

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

Students may be referred to FAST for additional support. If students are not making satisfactory academic progress, we will encourage them to locate an alternate school placement.

Guidelines for Integrity in Assessments and Assignments

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

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

The student will...

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

The student will be asked to submit written assignments for teachers to grade. The student's written work should be completely free of plagiarism. Plagiarism is copying another person's work without providing direct reference to the author, original print material or website. Put simply, always give credit where it is due. The student must ask his or her teacher if he or she has questions regarding citing sources. Remember that Arizona Virtual Academy utilizes web tools to check for student plagiarism.

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

Plagiarism

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

- Copying, paraphrasing or summarizing another person's work without citing that source.
- Using material, including photographs, from the internet or any other source and representing as the student's own, even if he or she has changed some of the words.

- Having someone else write the assignment or rephrase any portion of that assignment.
- Directly copying or rephrasing student aids (Cliff's Notes, for example), critical sources, or reference materials in part or whole without acknowledging those sources.

Source Citation

Many courses require written work where students need to cite sources. Any direct quotations from a textbook can simply be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If a student cites information found on a website, he or she must provide the complete web page or site title, URL, author (if known), page number (if applicable), publication date of the site (if available), and date of access.

Students are responsible for their own work on unit tests and final exams. Students are not allowed to use notes, quizzes, or textbooks on unit tests or on the final exams. Students are not permitted to share work with other students on unit tests or final exams. If a student does not complete his or her own work or shares work with others on unit tests and/or final exams, he or she will not receive credit for the work and is at risk of suspension or expulsion from Arizona Virtual Academy.

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

Academic Integrity

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

Penalties

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

- 1st Offense – the student shall earn a “0” for the assignment but *may* resubmit a revised version of it *only* after he/she has met with the teacher, via ClassConnect, phone, or instant messaging, to discuss the issue in order to make the event a “teachable moment.”
 - The teacher must refer to the offense in the comment area of the dropbox.
 - There may be one-off situations in which meeting with the student is not a viable option. If that is the case, the teacher has the discretion to ensure that “teachable moment” via email, using the Plagiarism Recording; the teacher must use the Plagiarism Contract. Only once the student provides the Plagiarism Contract may he/she resubmit a revised assignment. The returned Plagiarism Contract must be filed as a Note in TotalView School.
 - If the plagiarized assignment has locked per the unit locking date, the student must be given the opportunity to revise and resubmit the assignment. Once the teacher has received the Plagiarism Worksheet from the student, the assignment must be re-opened for at least 36 hours in order for the student to make appropriate revisions and resubmit the assignment.

- In this case, the teacher can use the Special Access feature in the course to open it only to the student for the specified period of time.
- Subsequent Offenses – the student shall earn a “0” for the assignment; there is no opportunity to resubmit a revised version.
- Plagiarized Final Exams – any plagiarism on a final exam will result in an automatic zero; there is opportunity to resubmit a revised version, even if it is the student’s first offense.

Please note that because Arizona Virtual Academy considers plagiarism a serious offense, these consequences apply to all instances of plagiarism in a student’s high school career here at Arizona Virtual Academy, regardless of grade level or subject.

Awarding High School Credit for Community College Courses

AZVA would like to provide opportunities for students to earn high school credit by taking community college courses that are of specific interest, provided they meet the high academic standards of the state and AZVA. For a community college course to be considered for high school credit, the requirements listed below must be submitted to the assigned School Counselor for approval. This information should be submitted **BEFORE** registering for the course to ensure high school credit may be granted:

1. Course syllabus including an outline of material covered
2. Schedule of class meetings – when does the class meet and how often?
3. Estimate of time commitment, both with instructor and independent practice
4. Title of Text or reference material
5. School Accreditation

In order to be eligible to take community college courses for high school credit, students must be passing all of their courses at AZVA and must continue to take 5 courses per semester with AZVA per school policy. It is recommended that students only take 1 or 2 community college courses during the school year.

Students are responsible for the cost of the courses taken (tuition) and will need to work directly with the community college to enroll. Generally, students are required to complete reading, writing and math placement tests at the community college to determine which courses students are eligible to take.

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

Arizona Virtual Academy
 99 E. Virginia Ave. #200
 Phoenix, AZ 85004
 Attn: High School Registrar

Credit Equivalency:

- 1 College credit hour course = .17 credit at AZVA
- 2 College credit hour course = .34 credit at AZVA

- 3 College credit hour course = .5 credit at AZVA
- 4 College credit hour course = .67 credit at AZVA
- 5 College credit hour course = .83 credit at AZVA
- 6 College credit hour course = 1 credit at AZVA

Awarding High School Credit for High School Correspondence Courses

AZVA would like to provide opportunities for students to earn high school credit by taking high school correspondence courses that are of specific interest, provided they meet the high academic standards of the state and AZVA. For a high school correspondence course to be considered for high school credit, the requirements listed below must be submitted to the assigned School Counselor for approval. This information should be submitted **BEFORE** registering for the course to ensure high school credit may be granted:

1. Course syllabus including an outline of material covered
2. Schedule of class meetings, if any
3. Estimate of time commitment, both with instructor and independent practice
4. Title of Text or reference material
5. School Accreditation

High school correspondence courses are usually offered through a college or university. Students are responsible for the cost of the courses taken and will need to work directly with the college or university offering the correspondence courses to enroll. Below is a list of universities that offer high school correspondence courses:

Brigham Young University – www.elearn.byu.edu

University of Arizona - <http://www.ceao.arizona.edu/corresp/index.html>

University of Texas - <http://www.utexas.edu/cee/dec/>

Texas Tech University - <http://www.depts.ttu.edu/ode/>

In order to be eligible to take high school correspondence courses for high school credit, students must be passing all of their courses at AZVA and must continue to take 5 courses per semester with AZVA per school policy. It is recommended that students only take 1 or 2 correspondence courses during the school year.

Please note, per state law:

Credits earned through correspondence courses to meet graduation requirement shall be taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be limited to four, and only one credit may be earned in each of the following subject areas:

- a. English as described in subsection (1)(a) of this Section,*
- b. Social Studies,*
- c. Mathematics, and*
- d. Science*

Taken from: http://www.azsos.gov/public_services/Title_07/7-02.htm#Article_3

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

Arizona Virtual Academy
99 E. Virginia Ave. #200
Phoenix, AZ 85004
Attn: High School Registrar

Grades

Grade Determination

Arizona Virtual Academy High School grades are determined by the sum total of points a student earns on all graded assignments and tests.

Points earned by student/Total points possible X 100 = Grade

Example: In his or her math class, the student earns 563 points out of a total of 700 possible points.

The grade will be 80%.

$$563/700 \times 100 = 80\%$$

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0 – 59%

Class Rank and Honor Roll Determination

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

A = 4

B = 3

C = 2

D = 1

F = 0

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

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

A = 5

B = 4

C = 3

D = 2

F = 0

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

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

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

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

Testing

State Standardized 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.

USA Test Prep

All students taking a State tested course (Algebra 1, Algebra 2, Geometry, LAC 1, LAC 2, American Lit, and Biology) will take the USA Test prep. It will be administered the first week of Fall and Spring semesters for a

baseline assessment. Data from USA Test Prep will be pulled into Universal screener for 45 day screening and MTSS grouping and sent out in ILPs. Beginning and end-of-year Performance Assessments will be compared, and a growth score will be determined.

Interim Assessments

Interim assessments are required and make up a portion of each student's grade in the course gradebook. Interims are administered 4 times a year to assess student mastery of the state standards and objectives taught throughout each instructional cycle. Interims are administered to all student in Math, ELA and Biology (state tested subjects).

Conduct and Communication

Student Code of Conduct

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

Acceptable Use Guidelines for the Internet:

- Posting anonymous messages online is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Students must use only their own user names and passwords, and must not share these with anyone.
- Students may not interfere with other users' ability to access Arizona Virtual Academy 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-Arizona Virtual Academy commercial activities, non-Arizona Virtual Academy product advertising, or political lobbying on an Arizona Virtual Academy owned instructional computing resource.
- Students may not use Arizona Virtual Academy instructional computing resources to sell or purchase any illegal items or substances.
- It is not allowed to upload or post any software on Arizona Virtual Academy instructional computing resources that are not specifically required and approved for student assignments.

Inappropriate Behavior:

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

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

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

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

Violation Consequences:

- Removal of student access to Arizona Virtual Academy instructional computing resources, which could result in his/her inability to complete learning activities.
- Suspension or expulsion from Arizona Virtual Academy.
- Involvement with law enforcement agencies and possible legal action. Prior to the start date for each school year, students must read the Student Code of Conduct and Acceptable Use Guidelines and agree to abide by its terms.

Title IX Student Sexual Harassment Policy

Policy Provisions

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

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

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

Title IX District Personnel

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

Link to OCR website for Title IX guidelines: <https://wdcrobcop01.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

School Property

Arizona Virtual Academy provides books and other curricular supplies. These materials are school property and must be kept in good condition. Learning Coaches are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is available in the OLS. All property and equipment must be returned in good, working condition upon withdrawal from the program. All

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

Personal Information

Students may not share personal information (address, phone number, email, etc.) on any of the school systems or in Blackboard.

Mobile Devices

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

Instant Messaging Policy

Arizona Virtual Academy teachers and counselors are available through instant messages (IM) from 8:00 a.m. to 3:00 p.m. Monday through Friday. Arizona Virtual Academy teachers will not be available to send and receive student instant messages before 8:00 a.m. or after 5:00 p.m. Students and families are encouraged to use instant messenger to contact their teachers, but it is not required.

Student Internet Safety

- On the Internet, students must not reveal personal information about themselves or other persons. For example, a student should not reveal his or her name, home address, telephone number, or display photographs of him/herself or others to persons outside of the Arizona Virtual Academy.
- Students cannot agree to meet in person anyone they have met only on the Internet and who is not affiliated with the Arizona Virtual Academy. First meetings with Arizona Virtual Academy affiliated students should be at school-sponsored events.

Network Etiquette

Arizona Virtual Academy students are expected to follow the rules of network etiquette or “netiquette”. The word “netiquette” refers to common-sense guidelines for conversing with others online. Students are encouraged to abide by these standards:

- Establish Instant Message user names and e-mail addresses that are appropriate for the school setting.
- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Avoid using abbreviations or inappropriate contractions. For example:

Appropriate	Inappropriate
--------------------	----------------------

"you"	"u"
"your"	"ur"
"see you later"	"cya"

- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with criticism, not hurtful.
- Review messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people's privacy. Do not broadcast online discussions, and never reveal other people's personal information.

Technology

Internet Service Provider (ISP) Reimbursement Policy

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

Requirements:

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

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

Monitoring

Arizona Virtual Academy reserves the right to review any material transmitted using Arizona Virtual Academy instructional computing resources or posted to an Arizona Virtual Academy instructional computing resource to determine the appropriateness of such material. Arizona Virtual Academy may review this material at any

time, with or without notice. E-mail transmitted via Arizona Virtual Academy instructional computing resources is not private and may be monitored.

Arizona Virtual Academy Indemnification Provision

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

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

Optimizing the High School Experience

Course Materials

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

Getting Started With High School at Arizona Virtual Academy

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

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

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

Academic Support and Intervention/Non-Compliance Procedures

AZVA's Family Academic Support Team (FAST) welcomes and provides ongoing support to our families through strength-based and proactive interventions. New families and previously struggling families will receive a week-long orientation to online schooling with AZVA through our Strong Start program. During their Strong Start week, families will, among other things, become more familiar with the learning platform and other programs used, explore learning and motivational strategies and enrichment for at-home learning, become adept at logging attendance and progress, develop and maintain a school schedule, practice planning techniques in small group and one-on-one meetings with a FAST member.

AZVA will also utilize FAST to assist families in achieving and maintaining compliancy for those needing an additional layer of support through a tiered intervention process.

Step/Tier 1

Prior to determining non-compliance, the teacher will communicate concerns with the parent/learning coach/mentor by email and/or phone. The teacher will make every effort to support the parent/learning coach's needs and to clearly and concisely communicate the policies, expectations, and compliancy factors for students and parents as outlined in the AZVA Student/Parent Handbook. Teachers will also refer to the goals established during the student's ILP goal-setting conference. AZVA may require face-to-face assessments with the student at a neutral location to help determine needs. The Mentor will email an "Action Required" letter to the learning coach, outlining areas of specific compliancy to address. The learning coach will be expected to respond as requested to the letter within 24 hours during which the teacher and learning coach will conference to ensure that the learning coach is aware of school policies, strategies to practice, and the next step in the process.

Step/Tier 2:

When a teacher makes the determination that a parent/learning coach/student is non-compliant (including, but not limited to, not meeting expectations pertaining to daily and/or class connect attendance and participation, work sample submission, progress, communication, conferences, etc.), the Grade level Team will refer the family to the Family Academic Support Team (FAST) for the Tier 2 level of support.

Families are expected to work closely with the FAST Member as well as their student's teacher. The FAST member and teacher will work closely to develop a Back on Track (BOT) plan which outlines the specific actions required by the student and learning coach to maintain compliance and become successful with the goal of academic achievement. The FAST will contact the family to discuss the BOT plan. The FAST member will monitor compliancy issues and will follow up with the family by phone or online meeting every week or more often, as needed. The family will remain in this tier of support for a minimum of 20 school days unless more

intensive intervention is deemed necessary by the support team based on the ability of the family to follow the BOT plan consistently. If a family successfully follows the BOT plan for a minimum of 20 school days, they can move out of Tier 2 and out of FAST support. However, the support team can determine to keep the family in Tier 2 longer than 20 school days if they determine that the family needs additional support. Once released from FAST support, the student will have follow up from Team Administration.

If a family does not comply with the BOT plan, they may be moved into Tier 3 at any point in the process.

Step/Tier 3

If the family is unable to resolve or sufficiently address the non-compliant issue(s) within Tier 2, the family will move into Tier 3 of the FAST intervention process where the family begins to accrue family engagement points (FEPs) based on continued non-compliance with the BOT. Upon arrival in Tier 3, the teacher will send the parent the non-compliance form #1 by both Kmail and U.S. mail. A copy of the non-compliance form will be sent to the AZVA administration and a copy of the non-compliance report will be placed in the student's permanent record folder. Parent/learning coach should follow instructions regarding non-compliance notice to address areas of concern. This will include an online conference with the parent/learning coach, FAST member, teacher, and/or Academic Lead to notify the family of the Tier 3 status and explain expectations while reviewing the updated BOT, along with an explanation of how FEPs are accrued. The FAST member will assign points to the family based on compliance with the BOT plan. If the student maintains compliancy pertaining to the BOT plan, the family will remain in Tier 3 for a minimum of 20 days or longer if the determination is made by the AZVA teacher, FAST member, or administration. If a family continues to accrue points, the teacher will send non-compliance form # 2 to the parent/learning coach and AZVA administration once 5 FEPs have been accrued. The AZVA administration will then contact the parent/learning coach to inform the parent that failure to address the concerns in the manner designated will result in the student's removal from AZVA. At this point, the parent/learning coach and student(s) may be required to attend family training sessions. The FAST member, along with the teacher(s), will continue to monitor the family's progress on the BOT plan for a minimum of 20 school days, unless the family moves to Tier 4 due to accruing 10 or more FEPs. After 20 school days in Tier 3, the support team will determine whether to keep the student in Tier 3 or move to Tier 4.

Step/Tier 4

When a student moves into Tier 4, the teacher will submit non-compliance form # 3 to the AZVA administration. The AZVA administration, teacher(s), and FAST member will now determine if the student will be allowed to remain enrolled. The AZVA administration will send a letter and copy of the non-compliance report to the parent via certified-mail notifying the parent of the status. If it is determined that the student is being removed from AZVA, a copy of the letter and non-compliance report will be placed in the student's file as part of their permanent school record and the student will be eligible for re-enrollment at a later date. The AZVA administration will conduct a final conference to notify the parent/learning coach that the student is being removed from AZVA and inform the parent of his/her legal obligation to enroll his/her student(s) in the local public school, private school, or notify the district of his/her intent to home-school, per state

requirements. AZVA administration will notify the student's local district, K12, and state registrars. If the family cannot be contacted, AZVA administration will send the parent a Notification of Withdrawal letter via certified mail notifying the parent of the student's withdrawal. In the event that the student is allowed to remain enrolled, the FAST member will maintain daily contact with the family while monitoring the progress on the updated BOT plan. Failure to maintain compliance at any time in Tier 4 will result in automatic withdrawal. Additional examples that could result in automatic withdrawal include inappropriate language/behavior to other students/staff, not attending state testing, or other situations warranting immediate action.

Throughout all steps in the tiered, non-compliance process, the family will be expected to maintain consistent contact through email, phone, and online sessions with the teacher, FAST member, and other AZVA staff and attend all class connect sessions and assigned conferences. At any point during the intervention process, when contact attempts have been made with no response from the parent/learning coach within 24 hours, the FAST member will send a no contact letter to the family that non-compliance has begun and the family will receive non-compliance form #1. The FAST and the teacher may choose to allow the family to remain in any level of the tiered intervention process for longer than the 20 school day minimum if progress is being made. The school may also accelerate the family into higher levels of support (tiers) before each 20 day minimum at any time further support is deemed necessary. Students re-entering referral status within the same school year enter the referral process at the Tier 3 level of support

Student Actions to Ensure Success

1. Follow the daily assignments in the announcements section of each course.
2. On the first day of school, make sure you can access all your courses and send/receive email
3. Contact your Student Success Mentor to make sure you're all set up and to schedule any necessary meetings.
4. Log into your courses in the Online High School (OHS) every day and spend 60 minutes in each class reading and completing the daily assigned coursework.
5. Organize yourself each week by determining what you need to complete for each course and setting up a plan to complete the assignments by their deadlines. Use the course tools (Class News, Class Plan, Grades and Progress tabs, ClassConnect schedule) to help set up your personal plan.
6. Check your Grades tab and Progress tab in each course to make sure that you have been included. Contact your teacher if your name does not appear.
7. Log into your email daily to read and respond to email from your teachers and other high school staff.
8. Attend live sessions offered by your Course Teachers as often as you can to ask questions, discuss course topics, and reinforce online learning.
9. Communicate regularly with your teachers, Student Success Mentor, and Counselor. Ask questions often!
10. Work with your Learning Coach/parent at home - having a cheerleader or a support system at home helps when the going gets tough!

11. Connect with other students through homeroom, clubs, outings, the online community center, and other activities. Build a support network!

Creating a Calendar

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

Time Management

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

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

Sample High School Time Management Schedule

Monday	
8:00 – 8:30	Check email
8:30 – 9:30	Art Lesson
9:30 - 10:30	Algebra lesson
10:30 – 10:45	Bobcat Den
10:45 - 11:45	English lesson
11:45 - 12:30	Lunch
12:30 - 1:30	Earth Science lesson
1:30 - 1:45	Break

1:45 - 2:00	Attend English teacher's office hours
2:00 - 3:00	World History lesson
3:30 - 4:30	Karate class
4:30 - 6:30	Free time, dinner
6:30 - 7:00	Check discussion board postings and responses
7:00 - 8:00	Spanish lesson
8:00 -	Free time, send e-mail, etc.

Parent Section

Parent Actions to Help Ensure Student Success

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

Checking Student Progress

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

Family Directory

Building school community is important at Arizona Virtual Academy. One of the tools available to families is the school directory. Families who choose to do so may have their directory information listed. The family directory is a searchable data base that helps connect Arizona Virtual Academy families with others in their area. Please contact your guidance counselor for more information.

You can also connect with other families using Facebook. The High School Principal and Community Liaison maintain an AZVA High School group on Facebook. The group is open to AZVA High School Learning Coaches. To join the group, search “AZVA High School” and request to join. All members will be verified before membership is granted. Students are not permitted to join AZVA Facebook pages.

Complaint Response Procedure

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

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

If the concern or grievance is not resolved by the program director, the parent(s), custodian(s) or legal guardian(s) may, within ten (10) working days of the program director’s response, request in writing a meeting (via phone or in person) with the program director to discuss the concern or grievance. He/she shall investigate and respond within ten (10) working days.

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

Special Programs

Student Services

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

45 Day Screens

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

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

Child Find

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

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

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

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

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

Multi-Tiered System of Supports

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

The MTSS process is a three-tiered approach to providing services and interventions to students who struggle with learning. MTSS provides interventions in increasing levels of intensity based on progress monitoring and data analysis. This process assists in documenting that interventions in the regular classroom (whether an ISP or not) have been implemented and whether these interventions meet the student's educational needs. Documentation that the classroom intervention cannot meet the student's needs is a necessary requirement in determining whether the student 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 that believe their student has a learning problem should discuss options with their teacher(s).

Special Education

Special education services are available to students identified with a disability by a multi-disciplinary team. A multi-disciplinary team consists of teachers, the Learning Coach/guardian and oftentimes a school psychologist, therapist and the student. Arizona Virtual Academy 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 Case Manager's and Special Education Instructors as noted in ClassConnect schedules.

What to expect:

- Every special education student will be assigned a Case Manager along with content instructors as outlined in their IEP.
- The special education teacher provides the Learning Coach assistance to modify and adapt the learning environment and curriculum paths for success.
- The special education teacher will provide a progress report at the end of each semester noting the progress on the student's IEP goals.

Related Services

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

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

504 Accommodation Plan

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.

Glossary

Asynchronous: Instruction that does not require students and teachers to be in a common place at the same time. Discussion boards are an example of an asynchronous type of instruction.

AZVA: Acronym for Arizona Virtual Academy.

Blackboard Collaborate™: The online synchronous meeting platform where live class instruction and reviews take place for each course.

ClassConnect: Area where all live sessions for students are listed. Students can also access their live sessions using ClassConnect.

K¹²®: Arizona Virtual Academy's primary curriculum provider.

OHS: Online High School. The platform used for Arizona Virtual Academy courses and instruction.

OLS: Online School. This is where Learning Coaches can log attendance. No curriculum for high school is located here.

Learning Coach: A responsible adult who assists students and monitors their progress.

Office hours: A regular time set by teachers each week during which they are available to answer questions or assist students.

Middlebury: foreign language curriculum provider.

School Counselor: Collaborates with staff and families in order to provide an exceptional learning experience that fosters growth for students in their personal social lives, to explore post-secondary options, and support academic success for each student.

Student Success Mentor (Mentor): Student’s first point of contact (formerly Counselor Tech)

Synchronous: Instruction that requires students and teachers to be in a common location at the same time. Blackboard Collaborate™ sessions are examples of synchronous interaction.

Title I: School/Parent 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.

This compact was created in partnership with parents, teachers, and administrators on June 9, 2015.

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 2010 Arizona College and Career Standards including:
 - Direct Instruction via *ClassConnect*
 - Continuous support with course assignments and assessment preparation
 - Supplemental resources that align to course content and/or areas of remediation
 - Opportunities to practice grade level skills in a supportive, successful environment
- Provide written descriptions of assessments, student goals, and school processes and procedures
- Structure communication methods to ensure students and 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
- Providing opportunities for parents/Learning Coaches to provide feedback on school programs
- Provide parents reasonable access to staff.
 - Teachers, principals, and all staff shall reply to phone or email messages within 24 hours.
 - Phone conferences can be arranged to address any concerns

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 School (OLS) or Learning Management System (LMS)

- Assist student with organizing learning time and materials, maintaining a daily schedule, communicating with teachers, and attending instructional sessions
- Communicate questions, recommendations, or need for support to teacher or other applicable school staff including, but not limited to:
 - Reviewing Kmail and other school communications regularly
 - Completing parent surveys
 - Attending parent events, Open House meetings, etc.
 - Requesting support from teacher(s) when needed
- Ensure students adhere to school policy and meet responsibilities below

Student Responsibilities

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

- Completing school work daily including lessons, assessments, and ClassConnect sessions.
- Attending *ClassConnect/Blackboard* sessions as requested/required and come prepared to participate fully.
- Reviewing email 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.

Arizona Virtual Academy/ INSIGHT ACADEMY OF ARIZONA: LEGAL NOTICES

Please Read

- Review Teacher Credentials
- McKinney Vento Act
- Student Records
- Family Education Rights and Privacy Act (FERPA)

Review Teacher Credentials

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

McKinney Vento Act

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.

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.

Learning Coaches may review the school Admission of Homeless Children and Youth policy by calling the school office.

Student Records

Student records are maintained at the school office. Learning Coaches/parents and/or guardians may contact the school 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 OLS.

Arizona Virtual Academy and Insight Academy of Arizona follow the Arizona State Library, Archives and Public Records retention schedule. The schedule can be found at: <http://www.lib.az.us/records/school.cfm> 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. Arizona Virtual Academy destroys records based on the Arizona State Library, Archives and Public Records retention schedule.

Family Education Rights and Privacy Act (FERPA)

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

These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.
To request an inspection and review, the Learning Coach or eligible student should submit a written request to the Operations Manager that identifies the record (s) they wish to inspect. The Operations Manager makes arrangements for access and notifies the Learning Coach or eligible student of the time and place where the records may be inspected.
2. The right to request an amendment of the student’s education records that the Learning Coach or eligible student believes are inaccurate. Learning Coaches or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the Operations Manager, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the Learning Coach or eligible student, the School notifies the Learning Coach or eligible student of the decision and advises him/her of his/her right to a

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

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

**Family Policy Compliance Office
U.S. Department of Education 400 Maryland Ave., S.W.
Washington, D.C. 20202-4605**

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a Learning Coach's prior written consent. In addition, federal laws requires the School to provide military recruiters, upon request, with three directory

information categories – names, addresses and telephone listings – unless Learning Coaches or eligible students have advised the School in writing that they do not want their student’s information disclosed without prior written consent.

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

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

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

Arizona Revised Statutes 15-808(G)

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.”

<http://www.azleg.state.az.us/legtext/47leg/1r/bills/sb1422c.htm>