

Middle School Handbook

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

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



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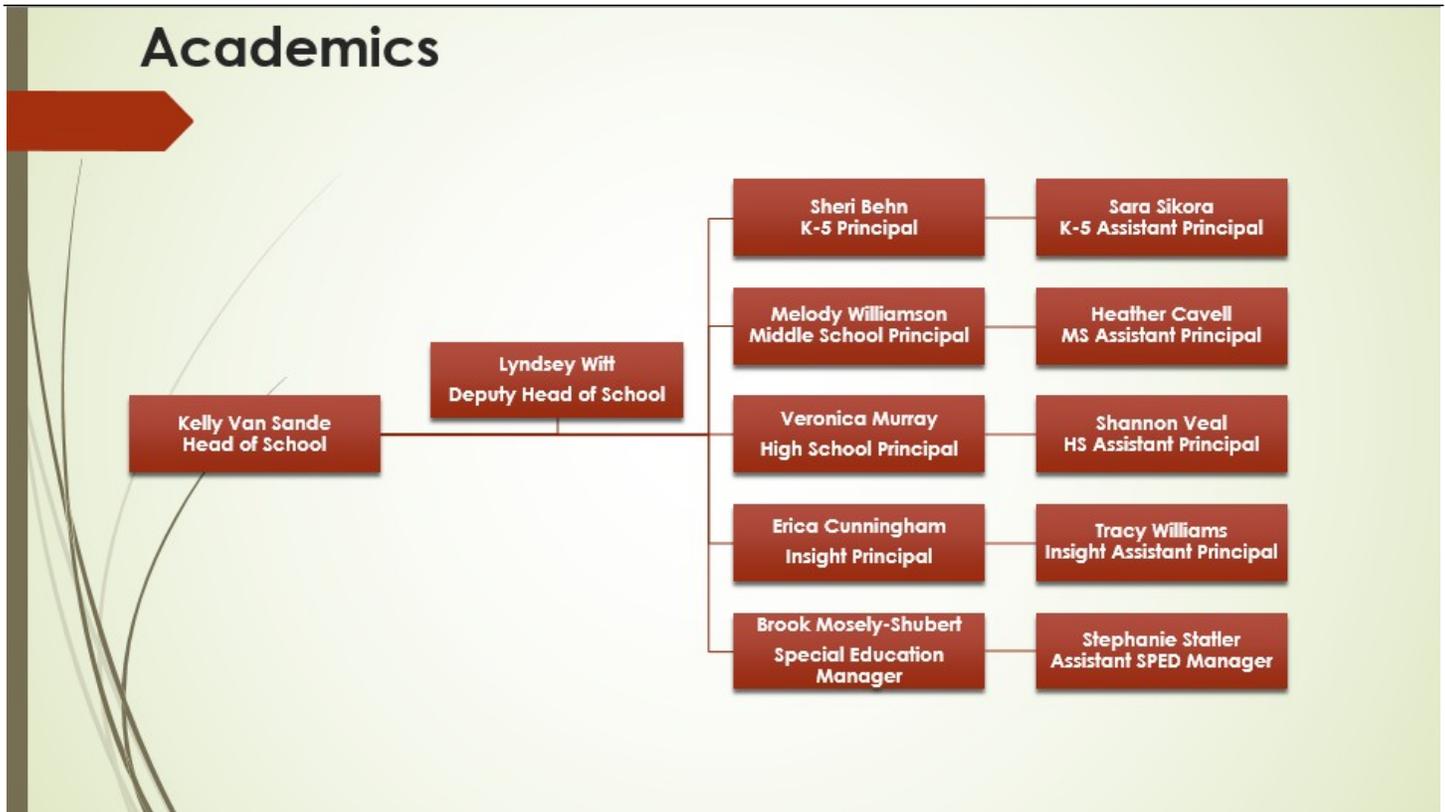
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Administrative Organizational Chart





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



Reminders & Resources

Testing dates will be announced at a later time once they have been determined.

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

For up to date information regarding events around Arizona, visit the Event Calendar!

AZVA/ISAZ Event Calendar
<http://www.azva-insight-events.com/apps/calendar/>

Testing Calendar 2016-17

District Required Assessments – Scantron Testing

Fall Testing Window: August 1 – 5

Spring Testing Window: April 24 – 28

For more information on Scantron testing, [Click Here](#).

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 MUST be completed in person at district approved locations) AIMS Science: Paper Based AzMERIT: Computer Based	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 ***
AzMERIT End of Course 9th, 10th, 11th Grade English- ELA Writing **	March 28 th	April 4 th
AzMERIT Grade Level: Grades 3-8 ELA Writing	March 28 th	April 4 th
AzMERIT End of Course 9 th , 10 th , 11 th Grade English- ELA Reading Part 1 and Part 2 **	March 29 th	April 5 th
AzMERIT Grade Level: Grades 3-8 ELA Reading Part 1 and Math Part 1	March 29 th	April 5 th
AzMERIT End of Course Algebra 1- Part 1 and Part 2 **	March 30 th	April 6 th
AzMERIT End of Course Geometry – Part 1 and Part 2 **	March 30 th	April 6 th
AzMERIT End of Course Algebra 2 – Part 1 and Part 2 **	March 30 th	April 6 th
AzMERIT Grade Level: Grades 3-8 ELA Reading Part 2 and Math Part 2	March 30 th	April 6 th
AIMS Science (Paper Based Testing) Grades 4 th , 8 th , 10 th Grade	March 31 st	April 7 th

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

****Geographic locations and dates are based on testing needs in an area and are subject to change based on location availability.*

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

Introduction

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

Learning Coach

At AZVA, a parent or other responsible adult, working in conjunction with the teacher, serves as a Learning Coach to the student. The Learning Coach helps facilitate progress through the daily lessons and works to modify the pace and schedule according to the student's individual needs. The Learning Coach designee is assigned during the enrollment process, but can be later changed with the help of the student's homeroom advisor. For purposes of clarification, the term "Learning Coach" will be referenced in this manual from this point forward when referring to the adult working with the student at home.

Homeroom Advisor

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

Content Teacher

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

Review Teacher Credentials

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

State Standardized Testing (AZ Merit Testing)

[Pursuant to A.R.S. 15-808 B.](#), AZVA must notify students and Learning Coaches of mandatory state testing requirements. AZVA students are required to participate in the state-mandated academic assessments – the AZ Merit test. The testing window for standardized testing is determined by the Arizona Department of Education and listed on the school and/or testing calendars. Specific testing days and locations are communicated closer to the actual testing window. State standardized testing occurs in-person over the course of 3-5 days, depending on the student. Students will be assigned to a testing site in the general vicinity of the student's home. To view the testing calendar, [CLICK HERE](#).

These tests are administered by an AZVA teacher or administrator. State standardized testing results provide useful information to Learning Coaches and teachers about their students' academic progress. The performance of AZVA students on the state-mandated assessments is also an integral part of assessing the success of the virtual school program. If AZVA fails to test 95% of its students, the students who did not take the test become ineligible to continue enrollment in AZVA.

Family Support Services

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

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

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

Family Academic Support Team (FAST) Help Room

The FAST Team offers a virtual help room for families needing immediate assistance with learning how to school with AZVA or to work the Online School program. This virtual help room will be staffed with a Family Academic Support Liaison (FASL) Monday – Friday from 9 am to 3 pm. To access this room, please click on the following link: <http://tinyurl.com/95nla7a>

Strong Start Website

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

Attendance

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

Grade Level	Yearly Hours	Required Weekly Hours	Daily Hours
Grade 6	890	25	5
Grades 7-8	1080	30	6

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

Attendance and Progress

Attendance logged in the OLS must reflect the progress made in the courses. If attendance does not match the progress, teachers have the option of removing the attendance not connected to OLS progress. 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. More than 12 hours should never be logged on a single day. If a parent logs more than 12 hours of student attendance on a day, detailed documentation of student work must be sent to the Homeroom Advisor.

Excessive Absenteeism

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

AZVA employs an Attendance Clerk to monitor student attendance. The clerk notifies families via an auto-dialer phone system and school email when a student is in danger of being forcibly withdrawn due to excessive absenteeism.

1. Homeroom Advisors will send a school email or conduct a phone conference informing Learning Coaches that their student is in danger of being absent for 10 or more days or if the attendance is 10% less than the time mandated by state requirements.
2. Failure to respond to the teacher within 24 hours and/or failure to make up missing days and hours could result in the student being forcibly withdrawn due to excessive absenteeism. Should this happen, a letter is sent to the Learning Coach via e-mail and certified mail that notifies the Learning Coach that the student has been withdrawn from AZVA due to excessive absenteeism.
3. Students withdrawn from AZVA for excessive absenteeism will be allowed to re-enroll one time. Students re-enrolling after excessive absenteeism will be placed on a re-enrollment plan. Students who re-enroll after a forcible withdrawal, must wait until the new semester to re-enroll. See [Re-enrollment After School Withdrawal](#).
4. If a family does not fulfill the re-enrollment plan, the family will be forcibly withdrawn from AZVA due to excessive absenteeism for a second time and no longer eligible for re-enrollment.

Absences

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

Extended Travel

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

Withdrawing Students

Learning Coaches of students who are withdrawing from the Arizona Virtual Academy must contact their AZVA Homeroom Advisor and notify him/her of their desire to withdraw. K¹²® contacts Learning Coaches to schedule an exit interview and to arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

Re-enrollment After School Withdrawal

Students who are withdrawn from the school by way of a school-initiated academic probation/academic decline (FAST process) or excessive absenteeism withdrawal shall not be permitted to re-enroll at AZVA or ISAZ until the following semester. Additionally, any student withdrawn by the school on two separate instances, for any reason, will no longer be eligible for re-enrollment in the current, or any future school year. Prior to re-enrollment at AZVA or ISAZ, the student and Learning Coach must speak with an administrator within the specific school. Students and families who seek to appeal the school's decision may do so, in writing, to the Head of School.

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

Online School (OLS)

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

Introduction to Online Learning

Families new to AZVA are required to participate in a K¹²® course entitled “Introduction to Online Learning.” This course will appear in the student’s daily plan in the Online School and will be the first course that the Learning Coach and the student complete together. The course is intended to be completed during the first three days of school. During this time the Learning Coach and student will:

- Receive instructions about how to best use the Online School (OLS).
- Review daily attendance and login requirements.
- Learn how to use the synchronous tool [Class Connect](#).
- Participate in Scantron diagnostic assessments.
- Receive an introduction to all courses.
- Get directions on communicating with the teacher via our school email system.

Student Account

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

Learning Coach Account

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

Objectionable Materials Policy

There may be 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.

School Property

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

Academic Responsibility Policy

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

Definitions:

- Grade level: K – 12
- Grade level proficiency: Assessment of student proficiency may be determined using one or more of the following academic indicators: AZ Merit assessment scores; previous state standardized scores (AIMS); course progress; Scantron assessments; school-based diagnostic assessments; DIBELS; teacher-graded assignment submissions; additional teacher-designed, standards-based assessments.
- Instructional intervention sessions: Instruction will take place in Class Connect no less than two times per week. The required number of sessions will be 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 school email of the required Class Connect sessions and accompanying instructional goal(s). Required sessions will appear on the student's online school account.
- Active Participation: Students are required to join Class Connect sessions on time and consistently. Students must engage with the academic content and the teacher by use of the dialogue box and/or microphone and/or whiteboard as appropriate within the lesson.
- Failure to attend and participate: Students are allowed two (2) unexcused absences within the determined instructional cycle. Additional absences will be addressed through the tiered FAST program and will result in the accrual of [FAST points in Tier 3](#).
- 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.

Student Learning Expectations & Grading Policies

Individualized Learning Plan (ILP)

Homeroom Advisors and Special Education Case Managers will provide all students their goals in the form of an Individualized Learning Plan (ILP). An ILP is a written plan that defines the goals, academic needs and strengths of a student based upon data, and strategies that will assist the student in reaching their goals. All parties involved with supporting the Student can use the ILP to focus instruction and enhance student achievement. The ILP team consists of Teacher(s), 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.

Gradebook

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

Report Cards

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

Final Grades Breakdown – 6 th , 7 th , and 8 th Grades			
Course	OLS Assessments (All assessment scores averaged together)	Teacher Graded Assignments	Interim Assessments
Language Arts – Composition*	20%	80%	
Language Arts – GUM*	100%		
Language Arts – Vocabulary*	100%		
Language Arts – Literature*	60%	20%	20%
Math	60%	20%	20%
History	100%		
Science	100%		
Art**	100%		

*There are four components to the Language Arts curriculum in Middle School (GUM, Vocabulary, Literature, and Composition). Students will receive a final grade in each component.

**Art grades will be based on progress mastery in the OLS, not OLS assessment scores.

Grading Scale:

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%

Honor Roll

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

- Cumulative grade average of 85%, with no grade lower than a “B”
- Attendance at or above expected hours
- All teacher-graded assignments submitted on time and meet the required objectives
- All interim assessments completed on time
- No FAST referral or Back on Track plan initiated
- No Student Conduct Notices issued

OLS (Online School) Progress

OLS progress is calculated by percent of student’s progress to required goals as listed in ILP and is pro-rated to the student’s school start date. Students in Middle School courses are expected to complete 50% of their course progress each semester. Art grades are determined by the percent of student progress in relation to the percent of expected progress. See course pacing guides to determine exactly what lessons are expected each week.

OLS (Online School) Assessments

A portion of the student’s grade in all courses, except for art, will be determined by the individual assessment scores in the Online School. Engrade will average all assessment scores for the grading period to determine the student’s overall grade for that weighted category. The pacing guide is used to determine exactly what lesson assessments are due in each grading period.

Teacher-Graded Assignments

Teacher-graded assignments include, but are not limited to work samples, classroom participation activities, and small group work. All students are required to submit monthly assignments and/or complete alternative assignments. All submitted work will be evaluated by the student’s content teacher. Assignments must be submitted by the due date and meet the objectives to earn full credit. Late or unsatisfactory assignments will affect a student’s grade. Assignments received 10 or more days after the due date will receive a reduced score, determined by the teacher. (See teacher’s syllabus for specific information on late assignments.) Teacher-graded assignments provide teachers with valuable information about student abilities and comprehension of the curriculum.

Interim Assessments

Interim assessments are given in math and language arts. These assessments measure specific state standards students need to master in their grade level. Interim assessments are required and make up a portion of each student’s grade in math and language arts (see [grading policies](#)). Interim assessments will be given 4 times per year, at the end of each quarter, and will be located in [Study Island](#).

Scantron Performance Series Assessments

All middle school students will take a mandatory Scantron Performance Series Assessment at the beginning and the end of the school year. Students will test in math and reading. Scantron Performance Series Assessments are computer adaptive tests to be given in the student’s home through a secure website. The Learning Coach and student will receive login information via school email. The purpose of these tests is to provide teachers and the Learning Coach with information on the student’s strengths as well as areas which need additional focus. Beginning and end-of-year Performance Assessments will be compared, and a growth score will be determined. Test score reports will be emailed to the Learning Coach.

Study Island

Study Island is the online test preparatory program AZVA Middle School uses. Interim assessments and teacher-graded assignments will be loaded here for student access. Study Island presents math, writing, reading and science in a manner similar to state testing. Minimum participation is mandatory. Study Island has been identified

as a resource which helps our students increase student achievement. While Study Island is not a graded subject, it is a very useful tool that helps students prepare for spring standardized testing.

8th Grade Promotion Policy

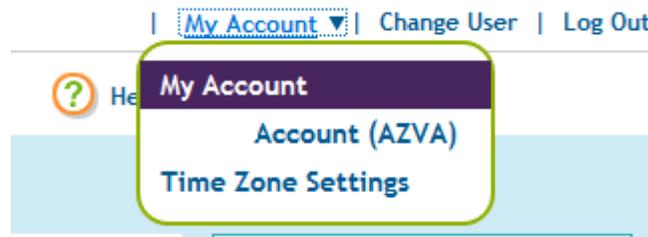
For an Arizona Virtual Academy student to be promoted from 8th grade, he/she must complete all minimum program requirements as outlined in the student's ILP (Individual Learning Plan) which includes earning passing grades on final report card. Students failing all core courses will not receive a promotion certificate.

Conferences

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

School Email

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



Course Promotions

It is the goal of AZVA to allow students to advance to the next course level at any time that is both appropriate and in the best interest of the student. Should time permit, our goal is for each student to complete 100% of each course. Sufficient progress and mastery in a course is expected before course level advancement may be considered.

AZVA requires that Learning Coaches maintain samples of student work to assist teachers with the decision to advance a student to the next course/grade level. Examples of materials/work to keep on file include, but are not limited to, the following: final draft copies of all composition assignments, math practice problems from the textbook, history and science student guide pages. AZVA requires student work to be original with appropriate citations for references to published works.

If a student completes all courses within a core content area (math/language arts), that student *may* be eligible to take a high school course. Promotion to a high school course can only happen at the beginning of each semester and will include limited course options only. Students interested in taking a high school course must obtain both teacher and administration approval after completing all Middle School courses in a given content area.

Student Academic Responsibility

AZVA makes every effort to work with all students to be successful. AZVA has designed the following policies to ensure students are making satisfactory and valid academic progress towards promotion.

False Attendance and/or Progress Policy

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

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

- Entering progress and/or lesson assessments for work not actually completed.
- Not completing written work in provided K¹² materials.
- Progress that does not match attendance. Attendance should reflect work completed in OLS.
- Students using the Learning Coach's account to access the OLS curriculum, lessons, assessments, unit assessments, and school email or any other OLS component.
- Student has taken the same assessment multiple times within a short timeframe in order to retrieve correct answers from OLS "Review" option.
- There is a difference between work quality, interim assessment scores, and OLS progress. The student is failing the Teacher-Graded Assignments and/or interim assessments but mastering all OLS lessons with 80% or above. If a student is mastering a concept, he/she should be able to duplicate this mastery on Teacher-Graded Assignments and/or interim assessments.
- Mass amounts (10 or more) of lessons being marked complete in a day with or without assessment mastery. Student is moving very quickly through lessons and mastery cannot be verified.
- Student is not completing mid-unit assessments and unit assessments before moving to the next unit.

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

Missed Required Class Connect Sessions Policy

Students demonstrating academic concerns in any content area will be required to attend live instruction via Class Connect. Teachers will provide students with a schedule of required sessions.

Missing Teacher-Graded Assignment Policy

Teacher-graded assignments are submitted monthly to math and language arts teachers and provide valuable insight to student achievement as well as give teachers an opportunity to provide feedback and suggestions to Learning Coaches and students. Completion of these assignments is mandatory.

Incomplete Interim Assessment Policy

Interim assessments ensure that students are meeting state standards for education and provide teachers an opportunity to guide instruction based on student needs. Completion of these assessments is mandatory.

Plagiarism Policy

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

Non-Compliance with Communication Policy

AZVA has the responsibility as a public charter school to ensure that its students are learning. This is achieved through communication between teachers, administrators, Learning Coaches and students. Learning Coaches and students are required to stay in communication with teachers. This includes Onboarding Sessions after enrollment as well as monthly Homeroom Advisor conferences and [FAST conferences](#), as needed.

FAST (Family Academic Support Team)

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

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

The Case Management Process



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

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

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

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

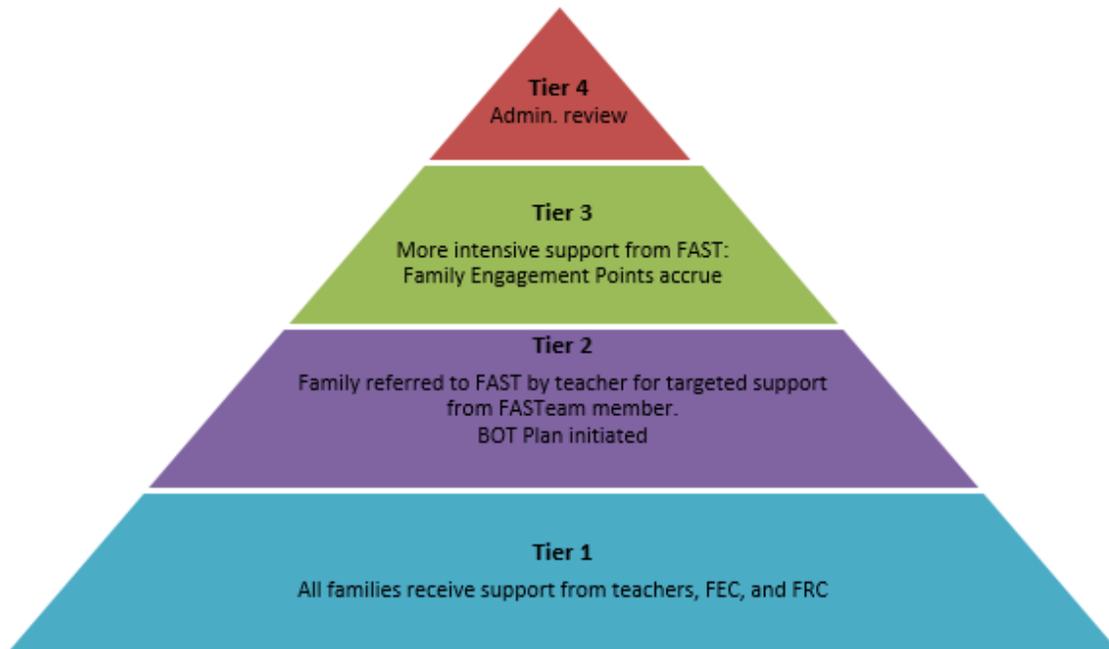
Coordinate & Communicate: The FAST member will expect weekly one-on-one communication with their families with the intent of developing and tracking a meaningful, family-informed Back-On-Track Plan to reengage successful student behaviors and to determine next steps. Failure to participate in FAST may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

Case Closure: After successful ongoing completion of a Back-On-Track Plan, your assigned FAST member will exit you from the FAST program. In the event that the requirements of the Back-On-Track Plan are not met within

the specifications of the Family Engagement Protocol, students may be withdrawn for non-compliance with school rules.

Tiered Support Structure

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



Tier 1: School-wide Support

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

Tier 2: Student referred to FAST for support

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

Tier 3: Back on Track Plan with Family Engagement Points - Accountability

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

Tier 4: Administrative Review

All available resources and interventions have been exhausted. The family is not compliant and is unengaged in the process. The threshold for possible withdrawal has been reached. School administration will review the

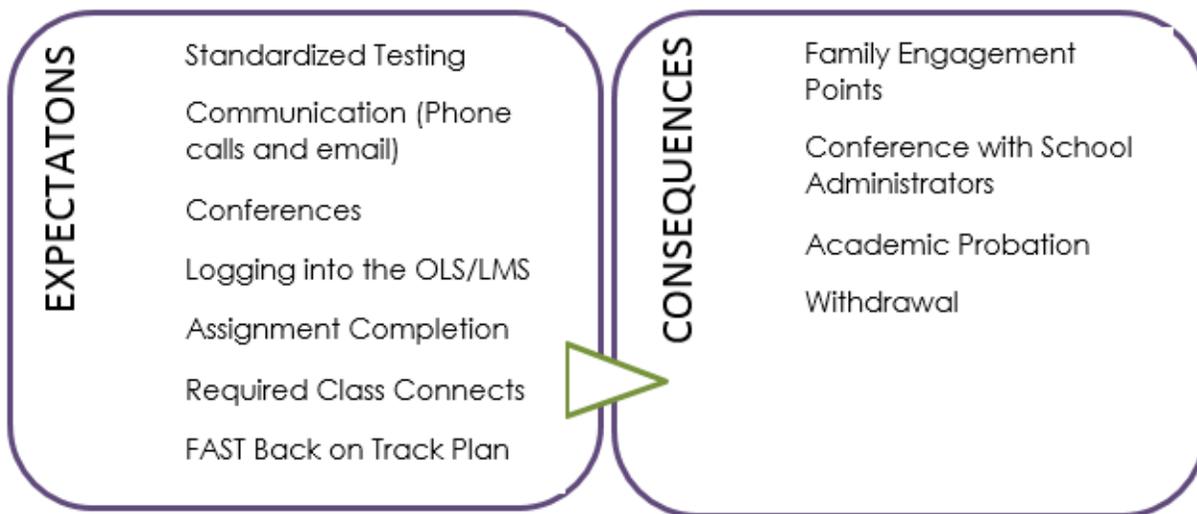
account, determine course of action, and conference with the family. Failure to attend this meeting will result in immediate withdrawal from AZVA.

Back-On-Track Plans

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

Family Engagement Protocol

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



Family Engagement Points

Family Engagement Points (FEPs) are similar to demerits. FEPs are utilized at Tier 3, when all other supports have been exhausted. The FASTeam uses FEPs to systematically and objectively measure, track, and communicate student and learning coach compliancy with the engagement protocol. Family Engagement Points are not punitive; they are an accountability tool used to ensure that students are engaged at a minimum level to be educated by the school.

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

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

FAST Weekly Conferences

Your student will receive a new Back on Track Plan every week. BOT plans are created by the teacher and the FASL. The FASL will email and communicate the new plan during a weekly conference. During this weekly

conference, the BOT Plan will be reviewed, accomplishments and concerns will be discussed, and the next steps will be reviewed. Conferences can be held either by telephone or in a BlackBoard Classroom. When in Blackboard, please note you must have a working microphone as the conferences are meant to be engaging and collaborative which can be difficult without a working microphone.

Exiting from FAST/Referral Closed

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

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

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

Removal from AZVA

Students may be removed from AZVA due to non-compliance, disciplinary action, lack of attendance/progress, failure to participate in state-mandated assessments, or attendance in another public school. Students who are withdrawn from the school by way of a school-initiated academic probation/academic decline withdrawal shall not be permitted to re-enroll at AZVA or ISAZ until the following semester. Additionally, any student withdrawn by the school on two separate instances, for any reason, will no longer be eligible for re-enrollment in the current, or any future school year. Prior to re-enrollment at AZVA or ISAZ, the student and Learning Coach must speak with the individual who oversees the FAST program within the specific school. Students and families who seek to appeal the school’s decision may do so, in writing, to the Head of School. (See Also: Attendance Policies)

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

Community

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

AZVA Outings and Clubs

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

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

AZVA Parent Boosters

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

AZVA Middle School Facebook Group

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

Blended Learning Centers ("The Best of Both Worlds")

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

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

Your student will benefit from:

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

TO LEARN MORE, CONTACT:

Banji Judge Community & Marketing Administrator Blended Learning Programs
bjudge@k12.com | 928.275.4104

National Junior Honor Society

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

NJHS Eligibility

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

NJHS Nomination & Selection Process

Students who meet the eligibility requirements will be evaluated for nomination based on the criteria below. Teachers will nominate students twice per year (January & May). Students who are nominated for NJHS membership will be notified by school email with further information.

- **Scholarship:** a cumulative grade average of 90% or higher, with no grade lower than a “B”.
- **Character:** consistently demonstrate such personality traits as cheerfulness, friendliness, kindness, and stability, be honest and reliable, show positive behavior and comply with school regulations, show courtesy, concern, and respect for others.
- **Leadership:** participate in class and school activities, be responsible, be able to follow as well as lead, inspire positive behavior in others, and demonstrate academic initiative.
- **Citizenship:** meet his/her responsibilities to teachers and school, show respect and pride for learning, education, and AZVA.
- **Service:** works well with others, make voluntary contributions to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.

Advanced Learner Program (ALP)

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

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

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

ALP Goals:

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

Student Services

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

Child Find

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

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

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

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

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

Multi-Tiered System of Supports (MTSS)

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

The MTSS process is a three-tiered approach to providing services and interventions to students who struggle with learning. MTSS provides interventions in increasing levels of intensity based on progress monitoring and data analysis. This process assists in documenting that interventions in the regular classroom (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 who believe their student has a learning problem should discuss options with their teacher(s).

Special Education

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

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

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

What to expect:

- Every special education student will be assigned a Case Manager along with content instructors as outlined in their IEP. The Case Manager manages and reviews the student's IEP as well as serving the family in the same capacity as the Homeroom Advisor. The Case Manager is the family's first point of contact for all school-related questions.
- 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 quarter, noting the progress on the student's IEP goals.

Related Services

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

504 Accommodation Plan

A 504 Accommodation Plan is a plan to assist a student with day-to-day learning challenges that are a result of a medical or mental disability. The plan outlines accommodations that can be applied by the teacher in the online classroom environment and/or accommodations that the Learning Coach can apply at home.

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

Title I: AZVA School/Parent Compact

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

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

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

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

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.

School-Parent-Student Compact

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

School Responsibilities

AZVA and Insight will provide the following:

- Curriculum that is aligned to State standards and includes opportunities to assess student learning
- Instruction by highly qualified teachers that assists students in meeting the 2010 AZ 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 requirements, and school processes and procedures
- Structure communication methods to ensure students and parents/Learning Coaches have access to important information
- Teachers will work collaboratively with all school staff involved with the student to meet the student's needs

- Provide opportunities for parents/Learning Coaches to provide feedback on school programs
- Provide parents reasonable access to staff.
 - Teachers, principals, and all staff shall reply to phone or email messages within 24 business 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:
 - Requesting support from teacher(s) when needed
 - Reviewing school communications regularly
 - Completing parent surveys

- Attending parent events, Open House meetings, etc.
- 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, reading, and assigned assessments.
- Attending Class Connect sessions as requested/required and come prepared to participate fully.
- Reviewing school communications and reply to teachers as needed; application will vary based on grade level.
- Communicating with my parent/learning coach any questions or concerns related to the program so that help can be provided.

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

English Language Development (ELD)

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

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

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

McKinney Vento

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

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

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

Internet Service Provider (ISP) Reimbursement Policy

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

Requirements:

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

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

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

Families with two or more K-8 students, who meet the eligibility requirements, will receive reimbursement at the rate of \$12.95 per eligible month. If a family has two K¹²® computers, they will be reimbursed at the rate of \$12.95 per eligible month.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) provides 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.

Student Records

Student records are maintained at the AZVA office. Learning Coaches/parents and/or guardians may contact the AZVA office to obtain a copy of student records. A copying fee may be assessed. If Learning Coaches/parents and/or guardians change their address, telephone number, e-mail address, or place of

employment, they are asked to notify their teacher immediately. Learning Coaches are responsible for keeping contact information current within the My Account section of the OLS.

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

Title IX Student Sexual Harassment Policy

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

*Reference US Department of Education: Office of Civil Rights

Student Code of Conduct

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

Acceptable Use Guidelines for the Internet:

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

Inappropriate Behavior:

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

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

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

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

Violation Consequences:

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

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

Learning Coach “I Understand and Agree” Statements

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

I understand and agree . . .

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

Who to Go To When You Need Help

Technical Issues: K12 Customer Support	Phone: 866-512-2273 (remember to get a ticket #) Online: http://help.k12.com/
How to log attendance, access a class, submit an assignment, work the programs	Homeroom Advisor
Back on Track Plan (does not apply to all students)	FASL
School resources	Homeroom Advisor
Questions about a lesson, how to work a problem, Teacher-graded assignments, interim assessments	Content Teacher
Testing questions	Homeroom Advisor