



Insight[®]

ACADEMY OF ARIZONA

POWERED BY K¹²

2016-2017 Parent and Student Handbook

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Mission Statement: Insight Academy of Arizona is a public online charter school that uses K12, Inc. programs and curricula to meet the needs of diverse student populations through innovative uses of technology, effective teachers and instruction, and partnerships with families and community, while specifically serving students who are struggling academically, severely academic credit deficient, and are at a higher risk for dropout. Insight empowers students to think critically and achieve academic success and personal growth with specialized support and programs. Insight Academy is accessible for all Arizona students- regardless of geographic, financial, or demographic circumstance – and to provide online education alternatives that are as unique as the students we serve.

Vision Statement: Insight Academy believes that all students are capable of success and creates a welcoming environment for students to achieve a well-rounded and relevant educational experience.

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INTRODUCTION

This Parent and Student Handbook sets forth general guidance for Learning Coaches, parents, and students enrolled in Insight Academy of Arizona (ISAZ), a public charter school that is subject to the rules and regulations of the Arizona State Board for Charter Schools. The State Board for Charter School guidelines can be found [here](#). The ISAZ charter contract is available from the school office.

Insight Academy of Arizona was granted Alternative Status by the Arizona Department of Education on May 23, 2012 and has maintained the status to date. ISAZ offers an alternative middle and high school program for students in grades 7th – 12th and provides alternative programs for students who may be in poor academic standing or need additional support due to family needs or personal learning style preferences.

Kids at Hope

We Believe - Children succeed when they are surrounded by adults who believe they can succeed.

All children are capable of success, NO EXCEPTIONS!

We Connect - Children succeed when they have meaningful, sustainable relationships with caring adults.

We Time Travel - Children succeed when they can articulate their future.

Kids at Hope Pledge

I am a Kid at Hope.

I am talented, smart, & capable of success.
I have dreams for the future and I will climb
to reach those goals & dreams every day.

All Children are Capable of
Success, No Exceptions!

Getting Started

Whether you are a new student starting with ISAZ or simply reading through this guide as a refresher before beginning the new school year, the amount of information can be overwhelming. We know that you will need guidance and assistance in order to have a strong start to the school year, and we are here to help! Please begin by going to <http://isaz.k12start.com/> for information and videos for a success start to online learning. As an additional level of support, you should contact your student's Homeroom Advisor and they will be happy to answer any questions you may have as well.

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2016-2017 ISAZ Calendar

Aug 1	Trimester 1 Begins
Sep 5	Labor Day Recess
Oct 25	End of Trimester 1
Oct 26 – Nov 1	Fall Break
Nov 2	Trimester 2 Begins
Nov 11	Veterans Day recess
Nov 23-25	Thanksgiving recess
Dec 16	Semester 1 ends, <i>middle school only</i>
Dec 19 – Jan 2	Winter break
Jan 3	Trimester 2 Resumes
Jan 16	MLK/Civil Rights Day recess
Feb 15	Trimester 2 Ends
Feb 16-20	Presidents' Day Recess
Feb 21	Trimester 3 Begins
Mar 13-17	Spring Break
Apr 14	Testing Recess
May 23	End of Trimester 3, End of Semester 2, <i>middle school only</i>

Reminders & Resources

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

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!

ISAZ Event Calendar

<http://www.azva-insight-events.com/apps/calendar/>

Admission and Entrance Requirements

ISAZ students must reside in the state of Arizona to be eligible to enroll or remain enrolled. Additionally, at least 80% of our new students for 2016-2017 must have been enrolled in and attended a public or charter school 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 or charter school during the 2015-2016 school year.

School Organizational Chart

Academic Director - Erica Cunningham

ecunningham@k12.com

928-925-0863

Assistant Academic Director - Tracy Williams

trwilliams@k12.com

520-582-0794

Operations Manager - Nichole Peterson

npeterson@k12.com

602-476-1320

Assistant Operations Manager - Sara Flanagan

sflanagan@k12.com

602-551-6579

Registrar for Insight Academy - Kristin Hochstatter

khochstatter@k12.com

602-476-1320 ext. 1005

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THE PATH TO SUCCESS

Parent Actions to Help Ensure Student Success

1. Attend an orientation session for a general overview of the middle school/high school program. These dates and times will be communicated via e-mail.
2. Log into the Online High School or Online Middle School with your child 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 e-mails and check grades.

Review Teacher Credentials

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

Learning Coach "I Understand and Agree Statements"

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

- I understand and agree that my student is required to have access to a computer with a working microphone and internet access at all times during my student's enrollment in the Insight Academy of Arizona. I understand that I am responsible for personal computer repairs. I also understand that my student is responsible for submitting work on time even if experiencing computer difficulties.

Student Actions to Ensure Success

1. Follow the daily assignments in the course plan.
2. On the first day of school, make sure you can access all your courses and send/receive e-mail
3. Contact your Advisor to make sure you're all set up.
4. Log into your courses in the Online High School or Online Middle School every day and spend 120 minutes in each class reading and completing the daily assigned coursework per day for a total of 6 hours of schooling each day.
5. Organize yourself each week by determining what you need to complete for each course and set up a plan to complete the assignments by their deadlines. Use the course tools (announcements, calendar, grade book) to help set up your personal plan.
6. Check your grade book 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 e-mail daily to read and respond to your teachers and other school staff.
8. Attend all live class connect sessions and office hours as often as you can to ask questions, discuss course topics, and reinforce online learning.
9. Communicate regularly with your teachers, advisor, and high school academic counselor. Ask questions often! Work with your learning coach/parent at home- having a cheerleader or a support system at home helps when the going gets tough!

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Student Code of Conduct

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.

Insight Academy of Arizona students are subject to the rules and restrictions implemented by Insight Academy of Arizona and the Student Code of Conduct: Acceptable Use Guidelines for the Internet. Students enrolled in Insight Academy of Arizona 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 Insight Academy of Arizona 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- Insight Academy of Arizona commercial activities, non- Insight Academy of Arizona product advertising, or political lobbying on an Insight Academy of Arizona owned instructional computing resource.
- Students may not use Insight Academy of Arizona instructional computing resources to sell or purchase any illegal items or substances.
- It is not allowed to upload or post any software on Insight Academy of Arizona 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.

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

Insight Academy of Arizona assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. Insight Academy of Arizona assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. Insight Academy of Arizona 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 Insight Academy of Arizona, its affiliates, or its employees. Insight Academy of Arizona 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 Insight Academy of Arizona instructional computing resources, which could result in his/her inability to complete learning activities.
- Suspension or expulsion from Insight Academy of Arizona.
- Involvement with law enforcement agencies and possible legal action.

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

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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 your student struggles with time management, then he or she should contact his or her Advisor for assistance.

Instant Messaging Policy

ISAZ teachers and counselors are available through instant messages (IM) from 8:00 am to 5:00 pm only. The subject matter of teacher/student instant messages will be limited to discussions about school policies and academic issues. Students and families are encouraged to use instant messenger to contact their teachers, but it is not required. E-mail is the preferred means for contacting teachers.

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Student Internet Safety

Students should not reveal personal information about themselves or other persons on the internet. For example, a student should not reveal his/her name, home address, telephone number, or display photographs of him/herself or others to persons outside of the Insight Academy of Arizona.

Students cannot agree to meet anyone in person that they have met only on the Internet and who is not affiliated with ISAZ. Additionally, first meetings with fellow ISAZ students should be at school sponsored events only.

Network Etiquette

ISAZ students are expected to follow the rules of network etiquette or “netiquette”. This refers to common sense guidelines for conversing with others online. Students should 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.

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 your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people’s privacy. Do not broadcast online discussions, and never reveal other people’s e-mail addresses or personal information.

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SUPPORT SYSTEM

Class Connect and Open Office Hours

Teachers hold Class Connect teaching sessions daily and these live classes are required for students to attend. Teacher's daily live sessions can be found in Class Connect. Teachers also have daily blocks of time reserved for open office tutoring sessions. This is a time when students and teachers have the opportunity to meet for additional instruction, reviews, or question and answer sessions. All sessions will be scheduled in the Class Connect area of the OLS.

Students who are failing courses will be required to attend live instructional sessions and small group remediation weekly. If a student does not attend as required and continues to fail his or her courses, he or she will be considered for withdrawal due to academic decline.

Support Groups

ISAZ offers a variety of virtual support groups that are open to all students. It is our goal to support all of our students and families by providing a supportive environment. For the 2016-2017 school year, the support group topics will be based on a student survey that will go out to all new and returning students at the beginning of the school year. Referrals from students, learning coaches, and staff will be gathered as the year progresses.

The groups are support based, not therapy based. The intent is to provide a safe environment for students to join their peers and share their stories, be supported, and to offer support to others. There will be a dedicated staff member for each group to facilitate the sharing process, but they will not provide counseling or therapy based services of any kind.

The Family Support Coordinator will post a schedule of groups to all students via e-mail and through their Homeroom Advisor. If you feel you (as the student) or your student (as the learning coach) would benefit from a support group for any reason, please contact the Family Support Coordinator below for more information.

Family Support Coordinator - Erin Jones-Cunningham

ejonescunningham@k12.com 602-819-3764

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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 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 Insight's Admission of Homeless Children and Youth policy by calling the school office.

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 advisor to discuss options.

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.

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Student Services

Insight Academy of Arizona is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). The ISAZ 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.

Blended Learning

Blended Learning Centers (“The Best of Both Worlds”)

K12 Blended Learning—a tuition-free program offered by Insight Academy of Arizona—combines the best of online learning with a structured classroom environment at 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

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. Insight Academy of Arizona 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 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 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.

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Multi-Tiered System of Supports

Insight Academy of Arizona 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).

Family Academic Support Team (FAST)

The Family Academic Support Team (FAST) 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.

Advisors will notify families that they're being referred to the FAST Team. 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 ISAZ staff.

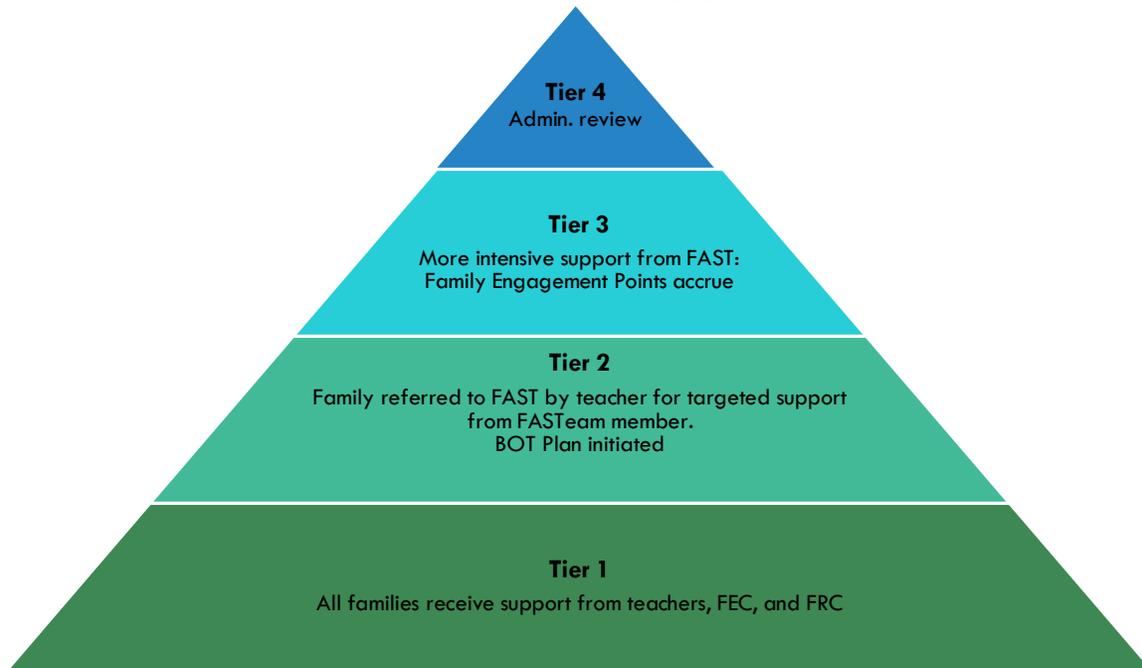
Monitor & Evaluate: Your assigned FAST member will continuously monitor and evaluate students' successful engagement with ISAZ expectations and school rules.

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 ISAZ 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 FAST Team. The ISAZ 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 FAST Team, the Family Academic Support Liaison” begins 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 for 2 weeks are exited from the program. Students who are non-compliant with the BOT plan or are non-responsive to FAST efforts to assist 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 would 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 down 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 ISAZ.

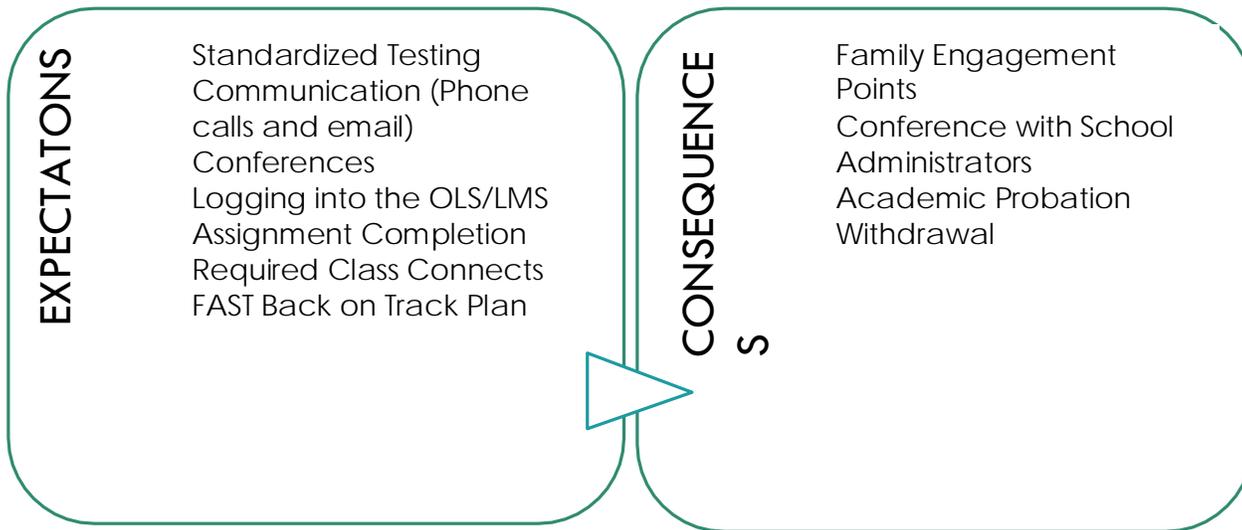
Back-On-Track Plans

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 goal of 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, ISAZ 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 ISAZ.

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 via 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 meet 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 the Parent Student Handbook. These expectations represent the basic minimum level of participation. Once your student is exited from FAST, it’s essential you make every effort to continue to meet these minimum requirements of participation in order to help ensure your student’s success. Failure to remain in good standing within the guidelines will result in your student

being moved 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!

Who to Go To When You Need Help

<i>Technical Issues: K12 Customer Support</i>	<i>Phone: 866-512-2273 (remember to get a ticket #) Online: http://help.k12.com/</i>
<i>How to log attendance, access a class, submit an assignment, work the programs</i>	<i>FASL</i>
<i>BOT Plan</i>	<i>FASL</i>
<i>School resources</i>	<i>FASL</i>
<i>Questions about a lesson, how to work a problem, teacher graded assignments</i>	<i>Content / classroom specific teacher</i>
<i>Testing questions</i>	<i>Advisor</i>

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.

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Title 1: School/Parent Compact

Insight Academy of Arizona 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 the 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. Some students will also have the benefit of having a single homeroom teacher who is able to address their specific Title I or Special Education needs.

The goal of ISAZ 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 ISAZ, 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.

**Insight Academy of Arizona
2016-2017**

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 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.

Title IX

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://wdcrobcolp01.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

ATTENDANCE POLICIES

[Arizona Revised Statutes 15-901\(A\)\(1\)\(b\)\(i\)](#) requires that all public and charter schools offer a minimum of one-hundred-eighty days (180) of instruction between July 1 and June 30. All ISAZ students are enrolled on a full time basis. Students must enroll in a minimum of five (5) credits each school year with a typical course load during each trimester/semester being four (4) courses. A full high school course load for the year would be twelve (12) courses totaling six (6) credits.

Additionally, the statute requires a minimum number of instructional hours by grade level.

Grade Level	Required Yearly Hours	Weekly Hours	Suggested Daily Hours
Grades 7–8	1,000	28	5.6
Grades 9-12*	1,068	30	6*

**The minimum requirement for 9th-12th grade students is 900 hours during a school year; the table lists 1,068 hours. Given Insight Academy's intensive program, our school has set the minimum hours' requirement for our students at a higher standard.*

Requirements are aligned to The Arizona Department of Education requirements for all Arizona high school students.

All instructional time may be credited for “attendance”; students do not need to be online to count that time for attendance. However, students should be logging into their classes every day even when they are working offline in order to avoid a discrepancy between user activity hours and logged attendance hours. Offline hours will vary by course, but they must make up no more than 10% of total hours logged for attendance. Discrepancies of more than 10% may be investigated to ensure that students are not logging false attendance.

Students will be withdrawn if they are below 90% of the required attendance hours or if they miss ten (10) consecutive calendar days of school. Arizona statute requires schools to withdraw the student on the 10th consecutive day of absence.

Students should adhere to the ISAZ school calendar; however, students may school on non-instructional days or swap vacation days during a trimester/semester as long as they are schooling adequate hours and completing all coursework. Students who swap instructional days beyond the Monday-Friday school week should consult with their teachers to ensure no deadlines are missed. Attendance will not typically be tallied on non-instructional days.

[Summary of Attendance Expectations at ISAZ](#)

- Attend school 30 hours per week, which can break down to 1.5 hours each day in each course for a total of 6 hours a day in school.
- Track your user activity and enter attendance accordingly in the OLS (Learning Coaches must enter it manually)
- COMPLETE 87 hours per HS course each trimester
- DO NOT enter false attendance in the OLS or you are subject to being withdrawn for entering attendance when you did not do school work or attend class.

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Absences

Students must meet the required attendance hours cumulatively by the end of each week, month, and school year. Should a circumstance arise that requires an absence that cannot be made up within the school week; Learning Coaches must contact their student's Homeroom Advisor for guidance. If there is an extended leave needed for three days (3) or more, students must follow these steps:

1. Determine if Internet access is available (through libraries, family, friends, etc.).
2. Contact Teachers and Advisor to explain the situation.
3. Discuss class alternatives with the Teachers and Learning Coach.

If a family needs to plan a vacation, this vacation must fall within the days off allotted per the 2016-2017 school calendar. Student absences will be calculated for each weekday where a student attends school fewer hours than required.

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Excessive Absenteeism Policies

As a public charter school, ISAZ is required to monitor student attendance in accordance with all applicable statutes and State Board of Education rules. An Insight student is considered excessively absent if no attendance is logged for 10 consecutive calendar 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.

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

1. Homeroom Advisors will send an e-mail and conduct a phone conference informing Learning Coaches that their student is in danger of being withdrawn.
2. Failure to respond within 24 hours and/or failure to make up missing days and hours will result in student being withdrawn. Once withdrawn, a letter is sent to the Learning Coach via e-mail and certified mail that notifies them that the student has been withdrawn from ISAZ due to excessive absenteeism.
3. Students withdrawn from ISAZ for excessive absenteeism will be allowed to re-enroll once, but not until the following semester. Students' re-enrolling after excessive absenteeism will be placed on a re-enrollment plan. Failure to comply with the plan will result in a second withdrawal.
4. If a student is withdrawn twice for issues regarding attendance, they are not eligible for re-enrollment in either Insight Academy of Arizona or Arizona Virtual Academy.

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ACADEMIC INTEGRITY

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

Unless otherwise instructed by the teacher or by a specific assessment, the student is expected to honor the following principles while taking assessments. Only by honoring these principles can the student assure both academic and personal integrity:

- The student and the student alone will take the assessment independent of any assistance.
- The student will not copy or redistribute any part of the assessment in any way (electronically, verbally, or on paper).

- The student will treat the assessment as “closed book”, they 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).
- The student will treat the assessment as “single browser”—during the assessment the student may not log in a second time to their course, or open their course or related materials on another browser on another computer.
- The student answers will represent only his or her work, free of any outside assistance. The student will not plagiarize in any way.
- The student will not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.

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Consequences for Violating Academic Integrity

Please note that because ISAZ considers plagiarism a serious offense, these consequences apply to all instances of plagiarism in a student’s high/middle school career regardless of grade level or subject. These consequences do not “start over” each new trimester/semester or school year; all instances are documented for the entirety of a student’s tenure at ISAZ.

First offense – The student and parent will receive a school e-mail and/or call from the classroom teacher. The student will not receive credit for the plagiarized assignment unless the following steps are completed:

1. The student will be required to review the plagiarism recorded lesson and complete the plagiarism worksheet (provided by the teacher).
2. When the student has completed step 1, he or she will be allowed to redo and resubmit the assignment for credit.

Second offense – The student and parent will receive a call from the Academic Director or Assistant Academic Director. The student will not be allowed to rewrite the assignment and a grade of zero will be posted for the assignment.

Third offense – Expulsion.

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Plagiarism

Plagiarism: Copying or imitating the language, ideas, and thoughts of another writer and passing them off as the student's own original work without providing direct reference to the author, original print material or website.

The student's written work should be completely free of plagiarism. The student must ask their teacher if they have questions regarding citing sources. Please remember that ISAZ utilizes web tools to check for potential student plagiarism.

Specific examples of plagiarism that will not be tolerated are as follows:

- 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 Notes, for example), critical sources, or reference materials in part or whole without acknowledging those sources.

Many courses require written work where students need to cite sources using the MLA format. 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 must cite sources in all assignments, tests, and exams. Students do not receive credit for work that does not appropriately cite sources.

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ACADEMIC POLICIES

Grading Policy

ISAZ school grades are determined by the sum total of points a student earns on all graded assignments and tests in a particular course. Grades are determined based on how well a student performs on graded activities within each course.

Points earned by student / Total points possible = Grade

Example:

A student earns 563 points out of a total of 700 possible points in their Math class. The grade would be 80%.

$$563/700 = 80\%$$

ISAZ Grading Scale	
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Graded activities include but are not limited to:

- Practice Lessons
- Threaded Discussions
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Exams

Some assignments are teacher graded, and others are computer graded. During the school year, students and parents can always view grades in the Online High School for each course. It is important to note that these grades are updated every time an assignment is graded.

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 entered weekly for work not received.

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Late Work Policy

Graded assignments (either teacher or computer scored) are listed on the course calendar. Students are expected to stay current with their studies in order to master the material in their courses.

All assignments must be completed and submitted no later than midnight the Sunday following the due date for that assignment to receive full credit for the work. Any work that is assigned during the week that is not received by Sunday will be considered missing and assigned a zero. Late work submitted after the

weekly Sunday deadline will be accepted, but may have additional stipulations added.

Under extreme circumstances, teachers may grant due date extensions on assignments. Families should never assume that they will automatically grant these requests. Due date extensions must be requested before the due date of the assignment during the school week to be granted. Assignments not received by 5pm on the last date of the trimester/semester will not be accepted.

In case of computer or internet issues, students are required to contact their teachers immediately to communicate the issue. It is important to have a hardcopy of all teachers' contact information handy.

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Honor Roll and Class Rank 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

Students earning a grade point average of 3.0 or higher (A's and B's) are eligible for the Honor Roll.

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Final Exams

Middle school students (7th and 8th grade) must take final exams at the end of each semester. High school students (9th - 12th grade) must take final exams at the end of each trimester. There are a total of three trimesters per year and each trimester is 12 weeks long. 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 will not be allowed to resubmit it for credit.

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Report Cards and Transcripts

Transcripts are issued for high school students at the end of each trimester for the academic year. Transcripts are delivered to the Student/Legal Guardian by mail. Report cards for middle school students are sent via e-mail following the end of each semester.

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Grade Appeal Process

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 trimester/semester. Appeals will not be considered after the 30 day period. The Principal should be contacted as soon as possible if you would like to make an appeal.

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Course Change/Course Drop Policy

- All requests for course changes or course drops must be made by the learning coach (written or verbal) if the student is less than 18 years of age.
- All requests for course change (drop/add) or addition of a course must take place by the end of week 3 in each trimester and be approved by the academic counselor.
- If a student requests to drop a course by the end of week 4 in the trimester, it must be approved by the academic counselor. If approved, there will be no penalty.
- If a student requests to drop a course in weeks 5-9 in the trimester, it must be approved by the course teacher, academic counselor and academic director. If approved, the drop will be indicated on the student transcript with a "W" for withdrawal.
- Courses will not be dropped in weeks 10 - 12 of the trimester.
- Changing one's mind, wanting a different teacher, and not completing the course selection survey are not acceptable reasons for changing a course.
- Elective courses will not be changed. Elective courses are chosen for students based upon the student survey sent out each trimester. If a student does not complete the survey by the deadline, the academic counselor will choose the student's electives.

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ACADEMIC RESPONSIBILITY POLICY

Insight Academy of Arizona 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 all assigned instructional sessions as designated by an Insight Highly Qualified teacher. Failure to attend and participate in instructional sessions designed to address a gap in achievement, may result in withdrawal through the academic probation process.

Definitions:

- Grade level: K – 12
- Grade level proficiency: Assessment of student proficiency may be determined using one or more of the following academic indicators: AzMerit assessment history; course progress; USA test prep assessments; school-based diagnostic assessments; DIBELS; work sample submissions; assessments; additional teacher designed, standards-based assessments.
- Instructional sessions: Instruction will take place in Class Connect 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 email of the required Class Connect sessions and accompanying instructional goal(s). Required sessions will appear on 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 dialog 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 policies outlined in the Academic Probation Process located in the Student Handbook.
- 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.

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Academic Probation/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.”

Student Action Plan for Academic Probation/Decline

When students are failing one or more courses, Insight Academy of Arizona guidelines mandate that the student must attend weekly ClassConnect sessions with their teachers, submit their weekly assignments, and continue to work 30 hours a week in school while on the academic action plan. This is to help improve their grades and receive additional help on a weekly basis until their course grades are at least 60% (passing). We want students to be successful at ISAZ; these sessions will help ensure that they are given the additional help they need to complete their academic assignments.

Students who do not comply with this action plan will be withdrawn from ISAZ for academic decline. Every week, school administration will review student grades, user activity minutes, and ClassConnect attendance to ensure that students remain in compliance with this action plan.

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

We want all of our students to be successful at Insight Academy of Arizona and we expect students to actively participate in school and their education by attending open office sessions, turning in assignments, and asking for help when necessary. Many support systems are in place to help when needed.

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Re-Enrollment After School Initiated Withdrawal

Policy Provision

Arizona Virtual Academy and Insight Academy of Arizona are public online charter schools accountable to

state and federal education requirements for academics and attendance. Currently, students are withdrawn from AZVA and ISAZ if they are non-compliant with the academic probation program and/or show academic decline due to non-engagement.

Policy

Students who are withdrawn from the school by way of a school-initiated academic probation/academic decline withdrawal OR an 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 Administration 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.

Rationale

Students who are withdrawn from AZVA or ISAZ in the form of a school-initiated withdrawal do not perform well if they immediately re-enroll with the same school. Of the students withdrawn under these circumstances in 2015, 60% were withdrawn for a second time within the three weeks following the re-enrollment. Of the remaining 40%, all students were again withdrawn by the school or are currently in academic probation due to non-compliance. In order to ensure all students receive the most appropriate form of education for the individual student, this policy would encourage students to find an alternative school option for the remainder of the semester before they are allowed to return to AZVA/ISAZ.

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Withdrawing Your Student

Learning Coaches who wish to withdraw their student from ISAZ must contact their students' Homeroom Advisor and notify them of their desire to withdraw. A representative from K¹² will later contact you 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.

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PATH TO GRADUATION

Grade Level Promotion Policy

High school students are promoted to the next grade level regardless of credits earned each school year. However, if the required credits for graduation are not earned by the end of their 12th grade year, the student will continue to be classified as a 12th grader in future school years in which they remain enrolled.

Credit is not awarded for courses in which a student earns an F or fails to log 90% (65 hours) of the required attendance. Credit is granted for courses in which the student completes the attendance requirement and earns an A, B, C or D.

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 the new grade but the previously failed course will remain on their transcript.

Students will not receive credit for any course that they have already passed. If this instance arises, they will be contacted and informed that they can either drop the course or continue in the course, but that they will not be awarded credit for it. This will be the same for students who must be placed into courses without a prior transcript on file and those who come to us with transcripts from previous schools indicating they repeated a course prior to enrolling with ISAZ.

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Submission of Transcripts

It is the responsibility of the student to submit transcripts for all high schools attended prior to Insight Academy of Arizona at the time of enrollment. If transcripts are not received at the time of enrollment and a student is placed in a course for which he/she has already earned completion, credit will not be awarded again. Furthermore, transfer credits from previous high schools will only be added to an ISAZ transcript and officially counted towards graduation requirements upon receipt of official transcripts from each individual school where the courses were taken and the credits were awarded. While ISAZ staff will do our best to obtain those official transcripts by sending record requests to the previous schools, it is ultimately the student's responsibility to provide ISAZ with these documents. Official transcripts (signed & sealed) must be mailed to the ISAZ office.

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ILP/Graduation Plan

Every ISAZ high school student will have an Individualized Learning Plan (ILP). The ILP is a living document that changes over time and includes the following: student interests and goals, USA Test Prep test results, standardized tests scores, student centric academic goals, a credit check, and a graduation plan. Students are

required to complete ILP tasks in Arizona Career Information Systems (AzCIS). ILPs are updated and sent to Learning Coaches via email twice per year in the fall and spring. (The credit check and graduation plan portion of the ILP is updated once per year). Counselors hold optional open office hours each week for Students and Learning Coaches to attend and ask questions about their ILP.

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Graduation Requirements

To be eligible to earn a diploma, a student who aspires to graduate from ISAZ must complete at least 25% of the courses required for graduation at Insight Academy of Arizona. Additionally, the student’s final trimester of high school must be completed at AZVA/ISAZ in order to earn a diploma from this accredited institution

Insight Academy of Arizona students must complete 22 credits to be eligible for graduation. Starting in 2017, students must also pass the Civics test to graduate. Students must earn the following credits to graduate:

<i>Subject</i>	<i>Graduation Requirements- Meets Arizona state requirements for a high school diploma.</i>	<i>Notes</i>
English	4 credits	English I, II, III & IV. English elective courses 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 Literature A/B). Students who are university bound should only take the traditional English courses (English I, II, III & IV) to fulfill the English requirement.
Math	4 credits	Algebra I, Geometry, and Algebra II are required. 4th credit may be Consumer Math or Trigonometry and Pre-Calculus. Consumer Math is categorized as elective credit until the successful completion of Algebra I, Geometry and Algebra 2. Students who are university bound should take Trigonometry and Pre-Calculus as their fourth math credit.
Science	3 credits	Students who are university bound should take Earth Science, Biology and Chemistry.
Social Studies	3 credits	Required courses are : World History (1 credit), American History (1 credit), Government (.5 credit) & Economics (.5 credit)
Fine Art/CTE	1 credit	University-bound students who opt to take CTE courses must to fulfill this requirement must take two in the same content area.

Electives	7 credits	Students who are university bound should take 2 credits of the same foreign language.
Total	22 credits	

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STATE STANDARDIZED TESTING

[Pursuant to A.R.S. 15-808 B](#) Schools must notify students and Learning Coaches of mandatory state testing requirements. All 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 as it is available. Specific testing days and locations are distributed closer to the actual testing window. These tests are administered by an ISAZ teacher or administrator. These assessment tools provide useful information 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 ISAZ fails to test 95% of its students, the students who did not take the test become ineligible to continue enrollment with us.

[AIMS \(Arizona Instrument to Measure Standards\) Science](#). The state of Arizona requires all students in grades 4th, 8th, 10th, and any student in 9th grade taking Biology, to complete this test in person. Our schools will provide testing centers throughout the state to provide a convenient way for families to get their students to this required testing. Attendance is mandatory, so please watch for communication regarding testing locations up to four weeks prior to testing.

[AzMERIT](#). The Arizona Department of Education adopted AzMerit as the new state wide assessment that will be administered to students from 3rd-12th grade. This new assessment will be a computerized standards bases adaptive assessment. This test will be offered to our students in a computerized platform. Students are required to come to testing centers around the state to complete this in person testing. Please visit our state testing website for additional information:

<https://sites.google.com/site/azvainsighttesting/home/testing-calendar>

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USA Test Prep Benchmark Assessment

All ISAZ students will take a mandatory USA Test Prep Benchmark Assessment at the beginning, middle, and end of the school year in math and reading. It is a computer adaptive test to be given in the student's home through a secure website. The Learning Coach and student will receive login information via e-mail. The purpose of these tests is to provide information on the student's strengths as well as areas that may need an additional support this school year.

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Interim Assessments

Interim assessments are administered by content teachers approximately halfway through the grading period in each course. They assess the standards that have been taught up to that point and assess mastery. The data from these assessments is analyzed and used to determine interventions to ensure students master the concepts. Interim assessments are an important tool in directing instruction to meet student needs.

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Study Island

Study Island is the online test preparatory program ISAZ and all K¹²® schools use. 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 standardized testing. Study Island presents math, writing, reading and science in a manner similar to state testing.

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GENERAL POLICIES AND INFORMATION

Objectionable Materials Policy

There may be instances when a Learning Coach finds certain lessons, books, or materials objectionable for various reasons. Our teachers will work with the Learning Coach to find alternative lessons which will

meet the lesson objectives. The assessment for the lesson must still be completed to show that the objectives have been met.

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School Property

ISAZ provides some books and other curricular supplies as needed. These materials are considered 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. All property and equipment must be returned in good, working condition upon withdrawal from the school. 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 our 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. Return shipping labels will be provided via mail and e-mail.

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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 at the end of June.

- 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.

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Monitoring

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

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Insight Academy of Arizona Indemnification Provision

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

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Student Records

Student records are maintained at the Insight Academy of Arizona corporate office. Learning Coaches, Parents and Legal Guardians may contact the corporate office to obtain a copy of student records from the Registrar. Learning Coaches are responsible for keeping contact information current within the My Account section of the OLS.

Insight Academy of Arizona follows 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. Insight Academy of Arizona destroys records based on the Arizona State Library, Archives and Public Records retention schedule.

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45 Day Screen

As mandated by Arizona Administrative Code (A.A.C.) R7-2-401 (C) and (D), Insight Academy of Arizona 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 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.

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Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) provides Learning Coaches/Legal Guardians and Students over 18 years of age ("eligible students") certain rights regarding the student's education records. 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. These rights are as follows.

- (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.
- (2) 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.
- (3) 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.

- (4) 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.
- (5) 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
- (6) 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.
- (7) 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.

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