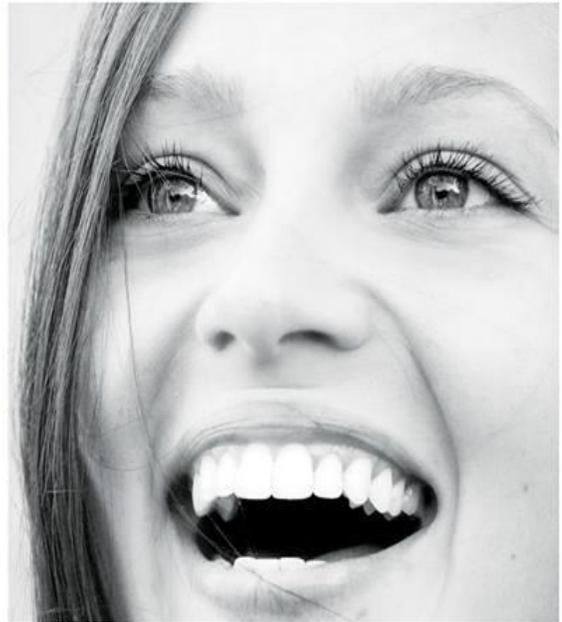


# 2018-2019



**DESTINATIONS  
CAREER  
ACADEMY OF  
NEVADA**

PARENT/ STUDENT HANDBOOK



*NVDCA is focused on every student's  
Academic Success through partnerships with families.*

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# Destinations Career Academy of Nevada 2018-2019 SCHOOL CALENDAR

## GBVA / NVPA / NVDCA

### 2018-2019 School Calendar

August 2018						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Aug.27	First Day of School for students
Sep.3	Labor Day - No School
Oct. 25	End of First Quarter
Oct. 26	Nevada Day - No School
Nov. 12	Veteran's Day - No School
Nov. 21-23	Thanksgiving Break - No School
Dec. 24-Jan 4.	Winter Break - No School

Jan. 18	End of Semester 1
Jan. 21	MLK Day - No School
Feb. 18	President's Day - No School
Mar. 22	End of Third Quarter
Apr. 22-26	Spring Break - No School
May. 27	Memorial Day - No School
Jun. 5	End of Semester 2 - Last Day of School
	***Check with your teacher for Orientation dates, Field Trip dates and dates for State Testing***

**Introduction**

This Student Handbook sets forth general guidance for Learning Coaches/parents and students enrolled in the Destinations Career Academy of Nevada (NVDCA).

**Learning Coach**

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

**Homeroom Teacher**

All NVDCA students are assigned a certified homeroom teacher. The homeroom teacher is your first point of contact for questions, school policy, and student services referrals.

**Review Teacher Credentials**

Parents and Learning Coaches may review Destinations Career Academy of Nevada teacher credentials by accessing the following Nevada state website: <http://nvteachersearch.doe.nv.gov/>.

**State Standardized Testing**

NVDCA must notify students and Learning Coaches of mandatory state testing requirements. NVDCA students are required to participate in the state-mandated academic assessments. The testing window for standardized testing is determined by the Nevada Department of Education and will be listed on the school calendar as soon as it is posted from the Nevada Department of Education. Specific testing days and locations are distributed closer to the actual testing window.

These tests are administered by a NVDCA teacher or administrator. The assessment tools provide useful information to Learning Coaches and teachers about their students' academic progress. The performance of NVDCA students on the state-mandated assessments are also an integral part of assessing the success of the virtual school program.

**Family Academic Support Team (FAST)**

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

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

**Step/Tier 1**

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

### ***Step/Tier 2***

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

Families are expected to work closely with the FAST Member as well as their student's teacher. The FAST member and teacher will work closely to develop a Back on Track (BOT) plan which outlines the specific actions required by the student and learning coach to maintain compliance and become successful with the goal of academic achievement. The FAST will contact the family to discuss the BOT plan. The FAST member will monitor compliancy issues and will follow up with the family by phone or online meeting every week or more often, as needed. The family will remain in this tier of support for a minimum of 20 school days unless more intensive intervention is deemed necessary by the support team based on the ability of the family to follow the BOT plan consistently. If a family successfully follows the BOT plan for a minimum of 20 school days, they can move out of Tier 2 and out of FAST support. However, the support team can determine to keep the family in Tier 2 longer than 20 school days if they determine that the family needs additional support. If a family does not comply with the BOT plan, they may be moved into Tier 3 at any point in the process.

### ***Step/Tier 3***

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

accruing 10 or more FEPs. After 20 school days in Tier 3, the support team will determine whether to keep the student in Tier 3 or move to Tier 4.

#### **Step/Tier 4**

When a student moves into Tier 4, the teacher will submit non-compliance form # 3 to the NVDCA administration. The NVDCA administration, teacher(s), and FAST member will now determine if the student will be allowed to remain enrolled. The NVDCA administration will send a letter and copy of the noncompliance report to the parent via certified-mail notifying the parent of the status. If it is determined that the student is being removed from NVDCA, a copy of the letter and non-compliance report will be placed in the student's file as part of their permanent school record and the student may not be eligible for re-enrollment at a later date. The NVDCA administration will conduct a final conference to notify the parent/learning coach that the student is being removed from NVDCA and inform the parent of his/her legal obligation to enroll his/her student(s) in the local public school, private school, or notify the district of his/her intent to home-school, per state requirements.

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

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

#### **FAST Help Room**

The family academic support team offers a virtual help room for families needing immediate assistance with learning how to school with NVDCA or to work the Online School program. This virtual help room will be staffed with a Family Academic Support Liaison (FASL) Monday – Thursday from 8 am to 9 am.

#### **Strong Start Website**

New and Existing Families can find support for starting up, technical support, school calendars, current outings and events for NVDCA at K12's Strong Start website: <https://www.k12.com/enrolled-families.html>

#### **Attendance**

Nevada requires all public schools offer a minimum of one-hundred-eighty (180) days of instruction between. Additionally, statute requires a minimum number of instructional hours by grade level.

### **Attendance and Progress**

Attendance entered in the OLS must reflect the progress of lessons completed in the OLS courses. If attendance does not match the progress, teachers have the option of removing the extra attendance not validated by completed OLS lessons. This deletion of hours can put the student in jeopardy of becoming 10 consecutive days absent.

### **Excessive Absenteeism**

As a public school, Destinations Career Academy of Nevada is required to monitor student attendance in accordance with all applicable statutes and State Board of Education Rules. An NVDCA student is considered excessively absent if, without a legitimate excuse, no attendance is logged for 10 consecutive school days or at a rate that equates to 10% of the semester or school year.

NVDCA employs an Attendance Clerk to monitor student attendance. The clerk notifies families via an autodialer phone system and Email when a student is in danger of being expelled due to excessive absenteeism.

1. K-8 teachers will send an 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 equates to 10% of the school year.
2. Failure to respond to teacher within 24 hours and/or failure to make up missing days and hours could result in student being withdrawn due to truancy or excessive absenteeism. Should this happen, a letter is sent to the Learning Coach via e-mail and certified mail that notifies the Learning Coach regarding the action taken by the school.

### **Absences**

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

### **Withdrawing Students**

Learning Coaches of students who are withdrawing from the Destinations Career Academy of Nevada must contact their NVDCA teacher and notify him/her of their desire to withdraw. The school will contact 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.

### **Online School (OLS)**

The Online School is designed to collect and record data that substantiates the academic progress of NVDCA 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 NVDCA are required to participate in a K<sup>12</sup>® 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 either before the first day of school or during the first three days of enrollment. 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 instructional tools.
- Participate in diagnostic assessments.
- Receive an introduction to all courses.
- Get directions on communicating with the teacher via our internal email system.

### **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. Entire courses may not be substituted.

### **School Property**

NVDCA 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.

### **HIGH SCHOOL GRADUATION REQUIREMENTS**

For students who entered 9<sup>th</sup> grade during the 2007-2008 school year and before the 2018-2019 school year, the total number of credits required to graduate in the State of Nevada is 22.5.

For students who enter 9<sup>th</sup> grade during the 2018-2019 school year and every year thereafter, the total number of credits required to graduate in the state of Nevada is 23. More information is coming soon.

### **Transcripts and Records Verification**

While we will make every effort to request transcripts and/or academic records from previous schools attended, please note that the process could take some time. Therefore, we suggest that the student/LC provide us with complete school records upon enrollment, to expedite the process. This will ensure the accuracy and timeliness of assigning the student with correct courses.

Without prior grades or transcripts, the student will be placed in courses that are appropriate to their grade level. However, we are not responsible for any “repeat” classes, which might result in “empty” credits.

\*An empty credit results when a student repeats the same course. Credit for that course can only be given once. \*

You may reach out to our counselor, Ms. Ajamian at [sajamian@k12.com](mailto:sajamian@k12.com) for further questions or clarification.

## Graduation Requirements for Students who Entered 9<sup>th</sup> Grade Between 2007-2017

As per NRS 389.018, 9<sup>th</sup> grade students, beginning in the 2007-2008 school year and each class thereafter, must enroll in the following (and successfully complete course requirements) during their high school experience:

- 4 credits of English
- 4 credits of Mathematics, including Algebra I and Geometry or equivalent integrated courses
- 3 credits of Science, including two laboratory classes
- 3 credits of Social Studies, including American Government, American History, and World History or Geography
- ½ credit of personal finance is also required for graduation and is considered part of the elective requirements.

Each district in Nevada has the option of adding to the credit requirements.

### Diploma Options: Advanced Diploma

The following subjects are needed to earn a 24.0 credit Advanced Diploma:

<b>Advanced Diploma</b>	
<b>Required Area of Study</b>	<b>Units</b>
<b>English</b>	4
<b>Mathematics*</b>	4
<b>Science</b>	3
<b>World History or Geography</b>	1
<b>US History</b>	1
<b>US Government</b>	1
<b>Physical Education**</b>	2
<b>Health</b>	.5
<b>Use of Computers***</b>	.5
<b>Arts and Humanities or Career and Tech Ed</b>	1
<b>Electives</b>	6
<b>Total</b>	24

Students must achieve a minimum of a 3.25 GPA (weighted or unweighted) for an Advanced Diploma

\*Mathematics course units must include at least Algebra I or Algebra I H, or Applied Algebra I or above.

\*\* A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading.

\*\*\*Completion of a computer literacy course offered in grades 6, 7, or 8 will meet this requirement.

### Diploma Options: Advanced Honors Diploma

Students seeking an Advanced Honors Diploma from Destinations Career Academy of Nevada must complete 12 credits of Honors and/or AP classes as designated below and receive a minimum 3.25 unweighted GPA and 3.85 weighted GPA with no failed courses during the last two years. In addition, students must pass all areas of the Nevada End of Course exams.

<b>Advanced Honors Diploma</b>		
<b>Required Area of Study</b>	<b>Units</b>	<b>Required Honors Units</b>
<b>English</b>	4	3
<b>Mathematics</b>	4	2
<b>Science</b>	3	2
<b>World History or Geography</b>	3	2
<b>US Government</b>		
<b>US History</b>		
<b>Physical Education</b>	2	-
<b>Health</b>	.5	-
<b>Use of Computers</b>	.5	-
<b>Arts and Humanities or Career and Tech Ed*</b>	1	-
<b>Electives</b>	6	3
<b>Total</b>	24	12

\* Must include one Foreign Language Course. First year foreign language classes will not receive Honors credit. Student must achieve a minimum 3.25 unweighted GPA and a minimum 3.85 weighted GPA.

### **Weighted Honors Courses**

A weighted grade point factor for successful completion of Honors and Advanced Placement (AP) courses will be added as follows:

- Honors .025
- Advanced Placement (AP) .050

The weighted GPA cap for the Honors Program for students will be added as follows:

- The weighted GPA cap (maximum) for the Honors Program is no more than twenty-eight semesters (14 classes) of Honors/AP courses.
- Students will receive a weighted grade point factor of .050 for four semesters (2 classes) of AP courses and will also receive a weighted grade point factor of .025 for twenty-four semesters (12 classes) of Honors courses.
- Students who choose to enroll in only Honors level courses will receive a weighted grade point factor of .025 points for twenty-eight semesters (14 classes) of Honors courses.
- The highest possible GPA under this system is 4.80.

### **GRADING POLICY**

The quickest way to see how a student is doing is by viewing grades in the online Gradebook. Learning Coaches have access to this information through their own accounts 24 hours a day, 7 days a week. The Gradebook is located on the top right-hand corner of every course Home page. Grades are determined by a number of factors, including computer-scored online tests and quizzes (the results of which are automatically entered into the Gradebook) and teacher-scored assignments, like papers or reports that are submitted through the electronic Dropbox. Participation in threaded discussions also has an effect on grades, as do timely submission of work.

## Grading Scale

<b>90-100%</b>	<b>A</b>	<b>4.0</b>
<b>80-89%</b>	<b>B</b>	<b>3.0</b>
<b>70-79%</b>	<b>C</b>	<b>2.0</b>
<b>60-69%</b>	<b>D</b>	<b>1.0</b>
<b>Below 60%</b>	<b>F</b>	<b>0.0</b>

### Course Changes

All students must be enrolled in the maximum number of courses as prescribed by state regulations. Students may request schedule changes within the first 5 days of the semester. NVDCA does not permit a withdrawal from a course after the 5-day grace period.

### Academic Responsibility Policy

Destinations Career Academy of Nevada is a public online school accountable to state and federal education requirements. The academic program includes support for all students to achieve proficiency with grade level academic standards. Students who do not demonstrate proficiency with grade level standards are required to actively attend and participate in assigned instructional sessions as designated by an NVDCA Highly Qualified teacher. Failure to attend and participate in instructional sessions designed to address a gap in achievement, may result in academic probation and progressive discipline.

#### Definitions:

- Grade level: 9-12
- Grade level proficiency: Assessment of student proficiency may be determined using one or more of the following academic indicators: course progress; school-based diagnostic assessments; work sample submissions; interim assessments; additional teacher designed standards-based assessments.
- Instructional sessions: Instruction will take place in Blackboard on a regular, recurring basis each week. 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 sessions and accompanying instructional goal(s). Required sessions will appear on student's online school account.
- Active Participation: Students are required to join live class 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. Active participation is a requirement for positive attendance marks.

#### Procedures:

- Teachers will review academic indicators to determine needed support to meet Destination's academic standards.
- Instructional groups will be formed based on student data. Instructional goals, instructional time, and assessments to measure progress will be determined.
- Teachers will notify the Learning Coach and student of required instructional sessions.
- Teachers 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

### Graduation Plan

Homeroom teachers and case managers will provide all students their progress goals in the form of an Graduation Plan. This document outlines each student's individual pathway toward graduation with their respective cohort. All parties, or champions, involved with supporting the student can use the graduation plan to focus instruction and enhance student achievement. The plan is a fluid document that evolves throughout the school year based on student progress in each course.

### 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 quarter 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" or "M"
- Attendance at or above expected hours
- All work samples submitted on-time and meet the required objectives
- All interim assessments completed on-time
- No Academic Probation warnings or plan initiated
- No Student Conduct Notices issued

### Interim Assessments

All students in 9<sup>th</sup>-12<sup>th</sup> grade are **required** to complete interim assessments. These assessments are standards-based and give teachers and Learning Coaches the data they need to monitor student progress and guide instruction. These will be assigned periodically throughout the year. These assessments will be graded and factor into the student's total calculated grade. Failure to complete interim assessments on time can result in lower grades and Academic Probation.

### Homework

An integral part of success within the on-line platform is successful completion of teacher generated assignments. These homework assignments, completed outside of class time, provide students with extra practice on concepts, learning coaches the opportunity to experience student growth and teachers a checkpoint into their progress within courses. Failure to regularly complete homework assignments on time can result in lower grades and Academic Probation.

### Communication

Consistent and cooperative communication provides a vital link between NVDCA teachers, Learning Coaches, and students. All must work together as a team to maintain positive and open lines of communication. Students are an important part of this team as well. Teachers are available daily via email, telephone, or in scheduled Open Lab class connect sessions. Teachers will respond to phone or email communications within 24 hours during the school week.

### Email

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

**Conferences**

Learning Coaches and students are required to participate in conference calls with their homeroom teacher. All conferences take place either via telephone or in live virtual classrooms. If the scheduled conference appointment needs to be changed, the Learning Coach must notify his/her teacher(s) in advance and make arrangements to reschedule the conference. Students are required to attend all conferences unless the teacher specifies the student not be present.

**Academic Integrity & Academic Probation**

NVDCA makes every effort to work with all students to be successful in their courses. NVDCA has designed the following policies in Academic Integrity to ensure students are making satisfactory and valid academic progress towards promotion.

**False Attendance and/or Progress Policy**

The State of Nevada, when issuing public funds to NVDCA, 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 NVDCA students.

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

- Not completing written work in provided K12 materials.
- Progress that does not match attendance. Attendance should reflect work completed in the online school.
- There is a difference between work sample quality, interim assessment grades, and progress. The student is failing the work samples and /or interim assessments, but mastering all assessments. If a student is mastering a concept they should be able to duplicate this mastery on work samples and/or interim assessments.
- Student is not following chronological listed order of lessons.
- Student is not completing mid-unit assessments and unit assessments before moving to the next unit.

**Missed Required Class Connect Sessions Policy**

Students demonstrating academic concerns in any content area will be required to attend live instructional classes. Teachers will provide students with a schedule of required sessions. Failure to attend required sessions may lead to Academic Probation.

**Missing or Incomplete Work Sample Policy**

Classwork assignments must be submitted by the due date and meet the objectives to earn full credit. Unsatisfactory assignments will be returned to student to be redone. Late assignments received 10 or more days after the due date will receive a grade of 0%, but still may be required by the teacher to submit for course credit.

**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 academic needs. Failure to complete interim assessments will result in Academic Probation.

**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.

Examples of plagiarism can be, but are not limited to:

- Copying or rephrasing another student's work.
- Taking material from Internet sources and using it as your own, even if some words are changed.
- Having someone other than the student write an assignment.
- Direct or indirect reproduction of student aids, critical sources, or reference materials in part or in whole without citing sources.

### **Non-Compliance with Communication Policy**

NVDCA has the responsibility as a public school to ensure that enrolled 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 through conferences; phone, email, and class connect sessions. Failure to stay in communication with the student's homeroom teacher will result in Academic probation.

### **Academic Probation**

Students who are non-compliant with any of the Academic Integrity policies above will be placed on an Academic Probation plan per teacher and administrative discretion. The plan will be evaluated weekly during Academic probation conferences held with the teacher.

### **Procedure:**

- **Step One: Warning:** Teacher will contact Learning Coach and student to review concerns and provide the strategies needed to meet program requirements.
- **Step Two: Academic Probation Plan & Conference:** If after warning conference the student is noncompliant with Academic Integrity Policies he/she will be placed on a 30-day Academic Probation Plan. The teacher, student and parent will be involved in the Academic Probation initiation conference.
- **Step Three: Academic Probation Plan Compliance:** Teacher will monitor plan weekly until set end date. If student is not improving and remains non-compliant and/or Learning Coach does not attend weekly check-ins, a final conference with student, parent, teacher and administrator will be held to determine the appropriate placement for the student.

### **NVDCA Outings and Clubs**

To assist Learning Coaches in providing social experiences for their students, NVDCA 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 NVDCA's staff and administration to provide quality and educational outings that also promote a social atmosphere. Learning Coaches can also organize and host outings. NVDCA outings are posted on the school's website.

K12 and NVDCA teachers facilitate clubs in which students may participate. Learning Coaches can also host clubs. Clubs meet "on-line" and/or at specific locations throughout the state. NVDCA club meetings are posted on the school's website.

### **Student Services**

NVDCA is responsible for providing a free and appropriate education under the federal Individuals with

Disabilities in Education Act (IDEA). The NVDCA 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 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. Supports may include:

- 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.
- 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)**

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

The MTSS process is a three-tiered approach to providing services and interventions to students who struggle with learning. MTSS provides interventions in increasing levels of intensity based on progress monitoring and data analysis. This process assists in documenting that interventions in the regular classroom (whether an ISP or not) have been implemented and whether these interventions meet the student's educational needs. Documentation that the classroom intervention cannot meet the student's needs is a necessary requirement in determining whether the student may require special education programs and services. When all reasonable alternatives have been tried and are not sufficient, a referral to special education should be initiated for special education evaluation. The purpose of this process is to ensure early intervention with a struggling learner using a multi-tiered model.

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

### **Special Education**

Special education services are available to students identified with a disability by a multi-disciplinary team. A multi-disciplinary team consists of teachers, the Learning Coach/guardian and oftentimes a school psychologist, therapist and the student. NVDCA follows the requirements of IDEA and the laws of Nevada.

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 and Special Education Instructor(s) as noted in Class Connect schedule.

***What to expect:***

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

**Related Services**

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

**504 Accommodation Plan**

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

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

**English Language Learners Services (ELL)**

English Language Learners (ELL) have a right to a comprehensive educational program with high standards provided by trained and knowledgeable staff. Nevada Virtual Academy is committed to providing equitable access to an educational experience designed to develop academic skills and concepts at the same level as other students.

Translated Materials/Access Statement NVDCA has bi-lingual staff on site to provide translation services to accommodate parents and learning coaches. Translated forms can be provided upon request. More options are currently being investigated to provide effective communication.

**McKinney Vento**

The McKinney Vento Act of 1987 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 Destinations Career Academy of Nevada 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 Destinations Career Academy of Nevada's Admission of Homeless Children and Youth policy by calling the school office.

**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 if 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.

### **Student Records**

Student records are maintained at the NVDCA office. Learning Coaches/parents and/or guardians may contact the NVDCA 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 with their homeroom teacher(s) and in the My Account section of the student online accounts.

### **Student Code of Conduct**

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

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

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

**Safe and Respectful Learning Environment, Bullying and Cyberbullying**

The WPNV schools are committed to providing a safe, secure, and respectful learning environment for all students and employees at all facilities, buildings, on school grounds, and at school sponsored activities. The

schools strive to address bullying and cyberbullying so that there is no disruption to the learning environment and learning process.

No member of the school, employee of the school, member of a club or organization which uses school facilities (regardless of whether the club or organization has any connection to the school), or any student shall tolerate or engage in bullying or cyberbullying at any school facilities, school buildings, on school grounds, or at school-sponsored activities.

It is the policy of the WPNV schools to encourage students who are subjected to, witness, or overhear incidents of bullying and cyberbullying to report such incidents. Students should report any incident(s) of bullying and cyberbullying to a teacher, counselor, or school administrator. Students are also encouraged to report knowledge of bullying and/or cyberbullying via the school website which allows individuals to anonymously report unlawful activities.

Any teacher, administrator, principal, or other staff member who witnesses or receives information about an incident of bullying and/or cyberbullying at any District facility, on school grounds, in school buildings, or at school-sponsored activities shall report it to the principal or the principal's designee as soon as practicable, but not later than a time during the same day on which the teacher, administrator, principal, or other staff member witnesses or receives information about the incident.

No cause of action may be brought against a student, an employee, or volunteer of a school who reports a bullying and cyberbullying incident unless the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law.

If the principal determines that the report was false and that the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law, the principal may recommend the imposition of disciplinary action or other measures against the person in accordance with school policies that govern disciplinary action.

Upon receiving a report of bullying or cyberbullying, the principal or designee shall immediately take any necessary action to stop the bullying or cyberbullying and ensure the safety and well-being of the reported victim or victims of the bullying or cyberbullying and shall begin an investigation into the report.

The investigation must include notification provided by telephone, electronic mail or other electronic means, or provided in person, of the parents or guardians of all students directly involved in the reported bullying or cyberbullying, as applicable, either as a reported aggressor or a reported victim of the bullying or cyberbullying.

The investigation must include interviews with all students whose parents or guardians must be notified pursuant to paragraph (B) and with all such parents and guardians.

A principal or designee who conducts an investigation shall complete a written report of the findings and conclusions of the investigation. If a violation is found to have occurred, the report must include recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the violation

The parent or legal guardian of a student involved in the reported bullying or cyberbullying violation may appeal a disciplinary decision of the principal or designee made against the student as a result of the violation in accordance with school policies.

Allegations of bullying and/or cyberbullying among teachers or between teachers and administrators, principals, or other school employees must be reported and will be investigated in accordance with state regulations.

Any school employee who violates this bullying and cyberbullying policy shall be subject to discipline, if appropriate.

An administrator, including a principal, or the designee of an administrator or principal of a school shall be disciplined by written admonishment, demotion, suspension, dismissal or refusal to reemploy for knowingly and willfully failing to comply with the provisions of NRS 388.1351.

Also, a teacher may be suspended, dismissed, or not re-employed for knowingly and willfully failing to comply with the provisions of NRS 388.1351 or an intentional failure to report a violation of NRS 388.135 if the teacher witnessed the violation.

**Violation Consequences:**

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

NVDCA administration reserves the right to update or alter this agreement at any time. Such revisions may substantially alter access to NVDCA instructional computing resources. NVDCA instructional computing resources

include any computer, software, or transmission system that is owned, operated, or leased by NVDCA.

**Title IX Student Sexual Harassment Policy**

**Policy Provisions**

Destinations Career Academy of Nevada is a 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 the school is compliant with Title IX law, coordinates the investigation and disciplinary process, and reviews compliance regularly to ensure the school fulfills all their federal obligations.

Mrs. Kristie Fleisher is the designated Title IX Coordinator. Please refer all questions and complaints to Mrs. Fleisher:

Kristie Fleisher- Operations Manager

[klfeisher@k12.com](mailto:klfeisher@k12.com)

702.761.6745

### **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 Right

### **Expulsion Procedures**

School administration shall report any violation of the law to the appropriate law enforcement agency. The principal or designee shall suspend the student by use of a "Notice of Suspension" pending further investigation by administration and review of the facts, which may lead to a recommendation for expulsion.

Within three (3) school days of the suspension, the principal or designee, must conduct a hearing with the student and the student's parent(s) or legal guardian(s), to discuss the investigation of the incident, the violation of school rules, and the student's prior discipline history, as well as any information submitted that the parent(s) or legal guardian(s) would like the principal to consider as it relates to the suspension and the possible recommendation for expulsion.

At the conclusion of the hearing, the principal or designee shall make a decision regarding the disciplinary action, which may include a recommendation for expulsion. If the student is to be recommended for expulsion, the parent(s) or legal guardian(s) must be informed of the due process procedures available. The parent(s) or legal guardian(s) must decide whether to contest or not contest the expulsion and sign a statement to that effect. If the parent does not sign the statement, the expulsion will be treated as a contested expulsion. The parent(s) or legal guardian(s) will be provided in writing with the due process procedures available. These procedures will be provided during the hearing with the principal or designee, or with the written decision.

### **Provisions Applicable to Students with Disabilities**

The District is obligated to provide a free appropriate public education (FAPE) to all eligible students with disabilities, including students who have been suspended or expelled, and is prohibited from applying its disciplinary policies in a manner that discriminates against students with disabilities.

#### SHORT-TERM DISCIPLINARY ACTION

Short-term disciplinary removal for students with disabilities refers to a student's removal from instruction for less than 10 cumulative or 10 consecutive days in a given school year. This includes suspensions and Required Parent Conferences (RPC).

#### Educational Services

- a. Educational services are not required if removal is for a total of 10 school days or less in a given school year if services are not provided to students without disabilities who have been similarly removed.
- b. Behavior plans may need to include a:
  - a. review and/or revision of an existing behavioral intervention plan (BIP); and/or
  - b. functional behavioral assessment if there is no existing behavior plan
- c. Any break in IEP mandated services equals removal. In-school suspension would not be considered as part of the days of suspension as long as the student:
  - a. participates in the general education curriculum; and
  - b. continues to receive the services and make progress toward meeting the goals in the student's IEP.
- d. If a student is removed from his or her current educational placement for more than a total of 10 school days in a school year, even if these removals do not constitute a change in placement, school personnel must arrange to provide the student educational services to:
  - a. the extent necessary to enable the student to appropriately progress in the general education curriculum; and
  - b. appropriately advance toward achieving the goals set forth in the student's IEP.

#### DISCIPLINARY CHANGE OF PLACEMENT

Although District personnel must take certain steps in connection with disciplinary action against a student who has or may have a disability, the most significant procedural protections with respect to disciplinary actions against a student with a disability are triggered when the action constitutes a change in the student's educational placement.

A disciplinary change of placement occurs when a student with a disability is removed from their current educational placement for more than 10 consecutive school days in a school year; or in a series of removals that constitute a pattern when:

- a. the series of removals totals more than 10 cumulative school days in a given year;
- b. the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and c. such additional factors as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

For any disciplinary actions that total less than 10 school days in a given school year, the District is not required to take any action. If District personnel have questions regarding whether a series of disciplinary actions may constitute a change in placement, they should consult Area Based Support Services or their Area Special Education Administration.

## LONG-TERM DISCIPLINARY ACTION CONSTITUTES A CHANGE IN PLACEMENT

Long-term disciplinary removal for students with disabilities refers to a student's removal from instruction for over 10 consecutive school days in a given school year. This removal constitutes a change of placement.

### Procedural Safeguards

- a. Procedural Safeguards must be provided to parents when the District proposes a removal that will result in a disciplinary change of placement.
- b. The date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability, the Site Administrator or designee must notify the parent of that decision and provide the parent with procedural safeguards notice.

### Educational Services (Alternative Instructional Arrangements, AIA)

- a. If a student is removed from their current educational placement for more than a total of 10 school days in a school year, the Site Administrator must ensure that services are provided to the student with disabilities on the 11th day of total removals.
- b. These services must be provided to the extent necessary to:
  - enable the student to appropriately progress in the general curriculum;
  - appropriately advance toward achieving the goals set out in the student's IEP; and
  - receive as appropriate a functional behavioral assessment (FBA) and behavioral intervention services and modifications, that are designed to address the behavior so that it does not reoccur

## MANIFESTATION DETERMINATION

A manifestation determination meeting must be convened immediately if possible, but no later than 10 school days after the date on which a disciplinary change of placement decision is made.

### Procedure

- a. The Site Administrator meets with parent to inform them of the recommendation for a long-term removal and to provide procedural safeguards.
- b. The site administration must notify special education staff so that a manifestation determination/IEP meeting can be scheduled.
- c. Appropriate prior written notice (CCF 563/564) must be provided to the parent indicating disciplinary action. 9.4.2.
- d. Participants:
  - e. LEA;
  - f. Parent; and
  - g. Relevant members of the IEP team (as determined by the parent and LEA).

The District is required to proceed with the Manifestation Determination (MD) meeting in a timely manner. If the parent is unavailable to attend within the 10 day time frame, the manifestation determination meeting can be convened without the parent.

- a. If a MD has occurred without the parent, an Intent to Implement (CCF 566) must be completed and sent to the parent as described in Chapter 3.0.

- b. If the parent disagrees with the MD, an Intent to Implement (CCF 566) must be completed and sent to the parent.
- c. The MD review may be conducted by the IEP Team at the same meeting at which it develops or revises a BIP and appropriate behavioral interventions.

#### Manifestation Determination Meeting

When conducting a manifestation determination meeting, the IEP Team must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent to determine:

- a. if the conduct in question was caused by, or had a direct and substantial relationship to the student's disability;
- b. or b. if the conduct in question was the direct result of the local educational agency's failure to implement the IEP. Based on this information, the IEP Team must determine whether the student's behavior that is subject to the disciplinary action is a manifestation of their disability. If the LEA, parent and relevant members of the IEP team determine that a student's misconduct was caused by or had a direct and substantial relationship to the student's disability, or a direct result of the District's failure to implement the student's IEP, the conduct shall be determined to be a manifestation of the student's disability.

If the IEP Team determines that the behavior was not a manifestation of the student's disability:

- a. the student is subject to the same disciplinary action as nondisabled peers;
- b. after the 10th day of removal, students with disabilities must continue to receive educational services until they are placed in the appropriate alternative setting; and
- c. the parent may request an expedited due process hearing. The school of record remains responsible for maintaining the student's attendance and grades, as well as, providing assignments/tests until the student is enrolled in the appropriate program/school.

If the IEP team determines that the behavior was a manifestation of the student's disability, the team must either:

- a. conduct a functional behavioral assessment (FBA) unless the LEA had conducted a FBA before the behavior that resulted in a change of placement occurred, and implement a behavioral intervention plan (BIP); or
- b. if a BIP had been developed, review the BIP, and modify it, as necessary, to address the behavior.

In addition, the IEP Team should complete the Functional Behavioral Assessment worksheet, the Behavior Plan Worksheet, and all relevant sections of the IEP, as appropriate. The IEP Team may also want to consider if the student needs a reevaluation. Except as provided in the following paragraph., the District may not impose disciplinary action and must return the student to the placement from which the student was removed, unless the parent and the LEA agree to a disciplinary change of placement.

**Special Circumstances** The District may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, in cases where a student:

- a. carried a weapon to school or to a school function under the jurisdiction of the District; or • The term weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length.
- b. knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function under the jurisdiction of the District; or • An illegal drug means a

controlled substance, but does not include a substance that the student legally possesses or uses under the supervision of a licensed health-care professional, or that is legally possessed or used under federal law.

- c. had inflicted serious bodily injury upon another person while at school or at a school function under the jurisdiction of the District. • Serious bodily injury is an injury involving substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of function of a bodily member, organ or mental faculty.

The determination of an interim alternative educational setting is determined by the IEP team. However, actual site determination remains the responsibility of District Administration. A student's parent may challenge removal to an interim alternative placement by requesting a due process hearing. For questions regarding special circumstances, contact the school office at 702-761-6745.

### **Promotion and Retention**

It is the policy of the WPNV schools that students work toward achievement of educational goals in a continuous program of learning through an established grade-sequential curriculum.

Advancement through the curriculum, retention in accordance with NRS 392.033, or double promotion shall be based upon a student's demonstrated achievement rather than age or years in school.

Before any student is retained in the same grade rather than promoted, a reasonable effort to arrange meetings with the parents or guardians to discuss the reasons and circumstances will be made. The principal in joint agreement with the teacher(s) have the final authority to retain a student

### **Employment Discrimination**

The WPNV schools are an equal opportunity employer and will not knowingly discriminate in any employment practice against United States citizens or legal aliens on the basis of race, creed, color, sex, marital status, age, national or ethnic origin, sexual orientation, gender identity or expression, or disability. This policy extends to recruiting and hiring, working conditions, training, promotion, and terms and conditions of employment.

Harassment of an individual, including sexual harassment, will not be tolerated. All persons can seek employment, attend school, work in security and dignity and are not required to endure insulting, degrading, harassing or exploitative treatment.

## Staff Reference Guides

## Need an Answer?

Please refer to the chart below to identify the first point of contact for your question.

Go to...	<b>Danny Diamond</b> Head of School dadiamond@k12.com	<b>Stephanie Rasar</b> Special Education Facilitator srasar@k12.com	<b>Kristie Fleisher</b> Manager of Operations and Compliance kfleisher@k12.com	<b>Nicole LaRochelle</b> Family and Academic Support Team Lead nlarochelle@k12.com	<b>Yvonne Ceynow</b> Academic Administrator yceynow@k12.com
<b>For assistance with the following topics...</b>	<ul style="list-style-type: none"> <li>• Educational Program Plans, Policies, and Compliance</li> <li>• School Policies and Procedures</li> <li>• Legal Issues</li> <li>• Budget</li> <li>• School Marketing and Enrollment Plans</li> <li>• Personnel Decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Special Program Student Referrals</li> <li>• Special Program Testing</li> <li>• Student Placements</li> <li>• Student Accommodations</li> <li>• IEPs</li> </ul>	<ul style="list-style-type: none"> <li>• Vendors</li> <li>• Compliance &amp; Reporting Requirements</li> <li>• Bulk Imports and Course Orders</li> <li>• TotalView Systems Support</li> <li>• Grade Reports</li> <li>• Audits</li> <li>• Standardized Testing Logistics</li> <li>• State Assessment Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Strong Start</li> <li>• Welcome Calls</li> <li>• Orientation</li> <li>• Back on Track Plans</li> <li>• Parent Workshops</li> <li>• Parental Involvement</li> <li>• Truancy</li> <li>• Documentation of student performance, progress, needs, and academic supports</li> </ul>	<ul style="list-style-type: none"> <li>• Student Achievement Improvement Plan</li> <li>• Educational Programs</li> <li>• Observation, Feedback, and Evaluation</li> <li>• Professional Development</li> <li>• Instructional Schedules</li> <li>• Student Behavioral Concerns</li> <li>• Student Study Team</li> </ul>

## Need an Answer?

Please refer to the chart below to identify the first point of contact for your question.

Go to...	<b>Shake Ajamian</b> Counselor  sajamian@k12.com	<b>Tori Bozeman</b> Registrar  tbozeman@k12.com	<b>Katya Riley</b> Special Education Administrative Assistant  kriley@k12.com	<b>Madonna Johnson</b> Career and Technical Education Coordinator  madjohnson@k12.com
For assistance with the following topics...	<ul style="list-style-type: none"> <li>• Social/Emotional Response</li> <li>• Official Transcripts</li> <li>• Transcript Analysis</li> <li>• Course Placement and Verification</li> <li>• Graduation Plans</li> <li>• HS Senior Support and Monitoring</li> <li>• Graduation Ceremony</li> </ul>	<ul style="list-style-type: none"> <li>• Student Address Updates</li> <li>• Transcripts</li> <li>• Enrollment and Withdrawal</li> <li>• Main Phone Line Operation</li> <li>• Approving Students</li> </ul>	<ul style="list-style-type: none"> <li>• Special Program Student Records Requests</li> <li>• Special Program Education Files and Tracking</li> <li>• Special Programs Supply Orders</li> <li>• Special Education Point of Contact for Parents: DMV; Social Security; ID's; Enrollment Paperwork; Bus Passes, etc.</li> <li>• Special Education Organization of Department Needs</li> </ul>	<ul style="list-style-type: none"> <li>• CTE Program</li> <li>• SkillsUSA</li> <li>• NTHS</li> <li>• Career Assessments</li> <li>• Dual Enrollment</li> <li>• Partnership Resources</li> <li>• CTE Paths of Study</li> <li>• CTE Advisory Board</li> <li>• Postsecondary Education Programs</li> </ul>

## LIABILITY RELEASE AGREEMENT

**Student's Legal Name (Print)** \_\_\_\_\_ **(If there is more than one child per family participating, please provide their legal name(s)):**

\_\_\_\_\_,  
(collectively referred to as "Student") wishes to participate in \_\_\_\_\_ ("Activity") sponsored by K12 Inc., a Delaware corporation ("K12").

K12 and the undersigned parent or legal guardian of Minor agree that the Activity may pose risks, including possible illness, injury, as well as similar and dissimilar risks ("Risks"). The undersigned is fully aware of the Risks and other hazards inherent in the Activity and is participating in the Activity voluntarily and assumes the Risks and all other risks of loss, damage, or injury that may be sustained while participating in the activity.

K12 makes no representations or claims as to the condition or safety of the land, structures, transportation or surroundings that may be involved in the Activity, whether or not owned, leased, operated or maintained by K12. It is understood that K12 does NOT provide any insurance coverage for the Student's person or property, and Student's parent (s) or guardian (s) acknowledge that they are responsible for the Student's safety and the Student's own health care needs, and for the protection of the Student's property.

In exchange for allowing the Student to participate in these K12 Activities, the Student, by and through the undersigned, the undersigned, and their respective heirs, personal representatives and estates agree(s) to release from liability and hold harmless K12 and any agent, officer or employee of K12 acting within the scope of their duties for any injury to the Student's person or damage to the Student's property. I authorize K12 to take any action, including seeking medical care, necessary in its judgment if I am not present or reachable in the event of an emergency. The undersigned acknowledges that as a part of this Release he or she shall be 100% liable to pay for all medical expenses resulting or to result from any injury incurred during, or as a result of, participation in the Activity.

If any term of this agreement or the application to any person or circumstance shall, to any extent, be invalid or unenforceable, the remainder shall not be affected thereby, and each and every remaining term of this agreement shall be valid and enforced to the fullest extent permitted by law. In the event of any need to enforce this agreement, K12 shall be entitled to its attorney fees and costs. This agreement will be governed by Virginia law.

I, the undersigned, state that I am the parent or legal guardian of the Student. I have fully read and understand the above terms and conditions and that they apply to said Student and to myself, and that no oral representations, statements or inducements apart from the foregoing written agreement have been made to the undersigned. This document is binding on myself, the said Student, and any person suing on behalf of said Student.

\_\_\_\_\_  
Parent/Guardian Name (Please print)

Address: \_\_\_\_\_

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Date

### Learning Coach “I Understand and Agree” Statements

The purpose of the following statements is to clearly state all expectations for NVDCA 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 school, and my student may not be enrolled in any other public school while enrolled at NVDCA.*
- *I am required to have access to a computer with Internet access at all times during my student’s enrollment in the Destinations Career Academy of Nevada.*
- *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 work alongside and 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 homework, work samples and interim assessments, which must be submitted on-time and will be calculated into his or her final course grades.*
- *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 Emails daily, participate in conference calls, and return teacher and administrative phone calls in a timely manner.*
- *I will have my student complete school required 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 students will take a screening and/or readiness assessment for Math and ELA to document current skill levels and to assist teachers in developing an Individualized Learning Plan.*
- *I am aware that my student/s 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 Email account will show a date stamp for receiving the student handbook that will serve as my agreement for compliancy of all policies and regulations listed within this document.***