

# Iowa Virtual Academy

## 2013-2014 School Handbook

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Dear Iowa Virtual Academy Family:

Welcome to the second year of the Iowa Virtual Academy! (First year with High School) We are excited to have you here for our second year of the Iowa Virtual Academy! Our 21<sup>st</sup> century meeting places are social, interactive, and filled with student learning opportunities designed especially for you!

The mission of the IAVA is to personalize learning for each student and prepare all students for productive and healthy lifestyles in a diverse global society. Our teachers will learn about your interests and design an individual education plan at a pace that helps you master learning rather than cover content. You can learn more about IAVA's mission by reading the academy's goals found in this handbook.

The Iowa Virtual Academy is a district-operated program, which serves K-12 students statewide. The Clayton Ridge Community School District is solely responsible for operation of the IAVA. The IAVA is held to the same high standards and accreditation requirements as the traditional schools operated by Clayton Ridge.

The Clayton Ridge School Board and Superintendent are members of our IAVA community. The school board and superintendent will receive regular input from the IAVA's parent advisory group and surveys to evaluate progress towards the IAVA's mission and goals. Information about the parent advisory group and surveys will be sent periodically to our students and families.

This handbook contains important calendars, phone numbers, and descriptions of programs. Please keep the handbook in place for easy access. You and your teacher will refer to the handbook often during the school year.

Thank you for selecting the IAVA as your school of choice.

Best wishes and have a great year,

Superintendent

*Allan Nelson*

School Board President

*Kathy Idhe*

## **Description of the Iowa Virtual Academy**

The IAVA is a full-time virtual school delivering 100 percent of the students' educational program. Virtual schools deliver instruction and learning content primarily over the Internet to computers used by the students and their parents. Conceptually, virtual schools allow students and their parents to work closely with highly qualified teachers from their home or other remote location. The parent(s) or other responsible adult(s) serve as the on-site learning coach and have a custodial role during instructional time (i.e., making sure students are prepared to learn and stay on-task during the school day).

The IAVA is designed for parents and students that wish to be closely involved with their teacher on a 1:1 basis. The curriculum is paced at the student's instructional level, which allows students to work ahead in some subjects while taking more time if needed in others. Each student completes 5-1/2 hours of instruction each school day or 27.5 hours in a full week of school. Teachers and a learning coach (which usually is a parent) monitor the hourly instruction requirement with daily interaction, completion of assignments, and frequent use of assessments. Hands-on activities, learning kits, and print materials augment the online curriculum. Teachers and parents may arrange optional field trips aligned to the curriculum.

A computer benchmark system alerts the teacher if the student is falling behind. Students are not allowed to continue in the virtual school placement if they fail to meet reasonable benchmarks due to chronic unexcused absences. Benchmarks include sufficient log-in time, regular communication with the teacher, response to email or phone messages within 24 hours or next business day, attendance at live videoconferencing sessions, meeting expected academic progress, being present for unannounced communications, proper implementation of learning coach practices, and teacher review of frequent online formative assessments. Students with special needs receive accommodations similar to those provided in the traditional school setting. Like traditional schools, students in the IAVA will also have social gathering opportunities and must complete standardized tests. The resident school district may (or may not) choose to provide local programming for special education services, and extra-curricular activities in agreement with the IAVA.

### **Mission**

The mission of the IAVA is to personalize learning for each student and prepare all students for productive and healthy lifestyles in a diverse global society. The Clayton Ridge Board of Education adopted seven goals for the IAVA.

### **Goals**

1. Each student receives a dynamic personal education plan designed to meet challenging academic goals while building confidence and self-efficacy.
2. Each student is assigned a learning team (i.e., primary teacher, learning coach, parent if other than the learning coach, school administrator, and guidance counselor) to encourage learning to happen in a variety of ways from multiple sources.

3. Each student learns essential knowledge and skills at their instructional pace in each core content area.
4. Each student participates in social learning techniques to build knowledge using collaborative skills and teamwork.
5. Each student participates in service learning projects that benefit the global community.
6. Each student demonstrates knowledge and skills for family and friends at special events and performances (i.e., arts, crafts, music recitals, poetry, special projects, student products, collected artifacts, etc.).
7. Each student maintains an educational portfolio tracking academic progress, summarizing involvement in school clubs or civic organizations, describing field experiences related to the taught curriculum, and an annual review of short-term and long-term goals reviewed by the primary teacher, school guidance counselor, parent or learning coach.

**School Directory 563-748-1017**

Principal/Superintendent	Allan Nelson	
S.A.M./HOS	Steven Hoff	
K-6 Teachers	Erik Rockwell Emily Hanna	
Special Education	Amy Cummer	
7-12 Teachers	Patrick Beyer Renee Mente Amanda Brezina Catherine Shaughnessy	Charnell Breitbach Rachel Whatcott Robert Hampton David Fisher

**K12 Customer Support**

1-866-512-2273

With this number you will be able to reach the two support departments at K12.

**CUSTOMER CARE** – Choose option one if you have issues with any of the following:

- Materials
- Navigation/Login
- PC/Printer receipt & delivery
- Usernames/passwords

**TECHNICAL SUPPORT** – Choose option two if you have issues with any of the following:

- Hardware
- Software
- Platform
- BlackBoard Collaborate/Elluminate Live!

## **Academic Calendar**

IAVA follows Clayton Ridge School District Calendar.

## **Iowa Virtual Academy Student Code of Conduct**

The goal of Iowa Virtual Academy is to provide the best possible educational experience for each student. The instructional program, partnership of parents and teachers, clubs, outings, and competitions help to increase student success. Coupled with the advantages of these educational opportunities is the need for students to assume personal responsibility for their behavior.

Students share with the school community responsibility for developing Iowa Virtual Academy into a school that exemplifies high standards and excellence. Iowa Virtual Academy's Code of Student Conduct is based upon this responsibility. Understanding the information that follows is an essential responsibility of each student. The Iowa Virtual Academy Student Code of Conduct shall apply in all environments-home and community and during the school day and at any school function that goes beyond these hours.

## **Non-Discrimination Equal Educational Opportunity Policy**

Iowa Virtual Academy shall not discriminate in its educational programs, activities, or employment practices based on race, color, national origin, gender equity, disability, age, religion, ancestry, sexual orientation or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, Americans with Disabilities Amendment Act of 2009. Information relative to special accommodation, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained by contacting the school.

## **Glossary of Terms**

*Bullying* shall mean engaging in behavior that prevents or discourages another student from exercising his/her right to education. It is intentional hurtful behavior perpetrated repeatedly over a period of time, in a relationship characterized by an imbalance of power (with regards to gender, physical or mental strength, social acceptance). Such prohibited behavior includes the use of threats, coercion, repeated harassment, abuse, oppression, intimidation against students, school personnel, or school visitors.

*Cyber-Bullying* shall mean bullying that occurs by use of electronic devices through means of e-mail, instant messaging, text messages, blogs, discussion threads, mobile phones, chat messaging, pagers, and websites.

*Student Assistance Program (SAP)* shall mean a support program for students in grades K through 12 . This program allows for the identification, intervention, and follow-up for students experiencing barriers to learning.

*Disability* shall mean a physical or mental impairment that substantially limits one or more of the major life activities of an individual; a record of such impairment; or being regarded as having such an impairment; or a specific disability such as: cognitive impairment, emotional impairment, hearing impairment, visual impairment, physical impairment, other health impairment, speech and language impairment, early childhood developmental delays, specific learning disability, severe multiple disabilities, traumatic brain injury, autism spectrum disorder and deaf-blindness.

*Expulsion* shall mean the removal of a student from school for more than 10 days because the student has violated this code.

*IEP* shall mean an Individualized Education Plan to support a student with disabilities who requires specifically designed instruction and related services.

*Manifestation Determination* shall mean a review of the special education student's program and disability to determine if misconduct is related to the disability.

*Possession* shall mean physical control over property (whether lost, found, or stolen), such as clothing or bags and the contents contained therein.

*Suspension* shall mean the involuntary removal of a student from class attendance or school attendance for 10 days or less.

*Weapon* shall mean any tool or instrument used to inflict serious bodily injury of another person.

### **Rights and Responsibilities for Students and Parents**

Responsibilities and Rights of Students:

All students share with the administration and staff a responsibility to develop a safe learning environment within school. Students shall have the responsibilities and rights to do the following:

- be on time and attend school daily;
- put forth a conscientious effort in all school assignments;
- have knowledge of and conform to the school rules and regulations and applicable laws;
- use appropriate speech refraining from indecent, obscene or foul language
- report incidents or activities that may threaten or disrupt the school to a staff member
- a public school education up to 21 years of age;
- not be excluded from public schools or from school privileges because the students is married, pregnant, has a disability, is eligible for special education services and programs or because of race, gender, color religion, sexual orientation (known or perceived), or national origin;



- not be subject of corporal punishment;
- be afforded discipline procedures as outlined in this document
- request and receive interpretation and translation assistance for school-related matters if English is not their primary language

#### Responsibilities and Rights of Parents/Guardians:

Parents/Guardians shall have the responsibilities and rights to do the following:

- ensure that their children between the ages of 5 and 21 enrolled in Iowa Virtual Academy attend school regularly in accordance with the laws of the State of Iowa.
- enroll their child in another school if he/she withdraws from Iowa Virtual Academy;
- present to the school administration any concern or complaint in a calm, reasoned manner;
- work with their child daily to ensure that student is completing assignments
- know the rule set forth in this code and review the contents with their child(ren)
- ensure that their child complies with all required testing and assessments, including but not limited to required state tests, Iowa Assessments, Study Island Custom, and Scantron, scheduled by Iowa Virtual Academy;
- ensure that their child receives the periodic health examinations required by law.
- receive regular official reports of their child's academic progress;
- inspect, copy, and challenge according to the appropriate guidelines any and all information contained in their child's records;
- receive an explanation for the basis of any grade given by the teacher;
- request a conference with the teacher and/or the principal;
- receive translations and/or interpretations of any written or verbal communications regarding their child and their child's education;
- appeal disciplinary actions;
- receive reasonable accommodations for any disability to have access to participate in their child's education, to the extent all parents are permitted to participate, upon request for such accommodation and proof of medical necessity.

#### **Student Infractions and Consequences**

Disciplinary procedures shall be consistent with applicable requirements of the Iowa Code and IDEA. Student offenses dictate the severity of the consequence Iowa Virtual Academy will impose. In addition to the specific offenses set forth below, Iowa Virtual Academy has the right to discipline any student who engages in conduct that threatens the health, safety, or welfare of others or disrupts the learning environment. The appropriate consequence will be determined at the sole discretion of Iowa Virtual Academy in accordance with the law. A student has the right to certain discipline procedures as outlined in final section of this code.

Rule	Possible Consequence or Intervention for Infraction
<p><b>Prohibition of Disruption of School</b></p> <p>Students shall act in a courteous manner toward all members of the school and shall not disrupt any education or school-related program:            If a student fails to obey directions; uses beepers, cell phones, or telephonic devices during school function or in class; or fails to attend class without a valid excuse</p>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p> <p>Failure to attend school without a valid excuse also holds student to truancy violations. These are outlined in the Attendance Policy.</p>
<p><b>Compliance with Dress Code</b></p> <p>Students shall dress in accordance with the standards described below:            -pants must be worn on the waist so no undergarments are showing            -no halter tops, strapless garments, or garments revealing midriff may be worn to a school event            -no garments that reveal undergarments or that are see through may be worn to a school event            -no hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events            -no clothing that has profanity, drug or offensive slogans may be worn to school events  <b>Note:</b> This section is enforced for students when attending a school function such as testing, Iowa Virtual Academy Days Out, orientations, or other face-to-face events.</p>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>
<p><b>Prohibition of Offensive Language</b></p> <p>Students shall not use offensive language. Violation of this includes but is not limited to:            -curses, uses vulgar obscene language</p>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p>

<p>-sending, forwarding offensive, sexually-oriented, or threatening messages, pictures or symbols of offensive nature.</p>	<p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>
<p><b>Mandate of Academic Honesty</b></p> <p>Students are expected to maintain the highest standards of honesty in their work. Violation of this includes but is not limited to:</p> <ul style="list-style-type: none"> <li>-copying work from another person</li> <li>-plagiarizes work of another</li> <li>-using answer keys provided for learning coach</li> <li>-copies work from internet sources without proper citations</li> <li>-forges notes</li> <li>-shares test questions with others</li> </ul>	<p>First Incident</p> <p>Express concerns and provide concrete examples of dishonesty.</p> <p>Allow students to redo assignment and resubmit for a grade</p> <p>Second Incident</p> <p>Hold a disciplinary meeting with parents/guardians, student and staff members.</p> <p>All second incident assignments receive a zero (0) with no opportunity to make up.</p> <p>Third Incident</p> <p>Hold a face-to-face disciplinary meeting to discuss ways to eliminate academic dishonest behaviors.</p>
<p><b>Abuse of Computer or Internet Privileges</b></p> <p>Students shall respect the computer privileges granted to them. Violations include:</p> <ul style="list-style-type: none"> <li>-gives his/her password to another individual or uses another individual's account</li> <li>-illegally downloads copyrighted materials from the internet</li> <li>-visits sites on the internet which contain sexually explicit material</li> <li>-harms or destroys data of another student or person, the internet or other networks</li> <li>-creates, downloads, or uploads computer viruses; or</li> <li>-violates any rule outlined in the Acceptable Use Policy</li> </ul>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p> <p>In addition to above measures students will be required to pay full restitution for acts of deliberate damage or graffiti. Costs for damage to school district property will include labor, materials, consulting fees and other costs associated with replacing or restoring the damaged property.</p>
<p><b>Prohibition of Threats</b></p> <p>A student shall not communicate, directly or indirectly, any threat to another member of the school community that places him/her in fear of injury, pain, or ridicule. Serious threats to life or safety are included in the</p>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p>

<p>Bully Policy and will result in zero tolerance.</p>	<p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p> <p>If the threat is serious to an individual's life or safety, a student could be presented to the board for expulsion.</p>
<p><b>Prohibition of Fighting</b></p> <p>Students shall refrain from mutual confrontations involving physical contact with any members of the school community.</p>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>
<p><b>Prohibition of Tobacco Products and Paraphernalia</b></p> <p>A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.</p>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>
<p><b>Prohibition of Drugs or Alcohol for Personal Use</b></p> <p>Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non-prescription medication.</p>	<p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Refer to Student Assistance Team.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p> <p>Follow up with the SAP team to get invention measures in place.</p>
<p><b>Prohibition of Bullying and Serious Threats</b></p> <p>Students shall not intimidate or bully members of the school community. A</p>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff</p>

<p>student violates this rule if he or she participates in the following behaviors directly or indirectly:</p> <ul style="list-style-type: none"> <li>-Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone;</li> <li>-Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumor; or</li> <li>-Non-verbal: threatening, obscene gestures, isolation, exclusion, stalking, cyber bullying.</li> </ul>	<p>members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p> <p>Expulsion is also possible when the nature of the incident is serious or repeated.</p>
<p><b>Prohibition of Harassment</b></p> <p>Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatens, intimidates or creates a hostile environment because of someone’s gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.</p>	<p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>
<p><b>Prohibition of Possession of a Weapon</b></p> <p>Students shall not possess any weapon as defined in this code’s glossary. A student violates this rule even if he/she did not intend to use such thing as a weapon.</p>	<p>Iowa Virtual Academy has a zero tolerance policy on weapons violations.</p> <p>Students in possession of a weapon will go to an expulsion hearing.</p>

**Search and Seizure Policy**

To maintain order and discipline at school functions and protect the safety and welfare of students and school personnel, school authorities may search a student, student’s backpack or student automobiles in certain circumstances and may seize any illegal or unauthorized materials discovered during the search.

**Flag Salute**

A student may refuse to recite the Pledge of Allegiance or salute the flag based on the student’s religious conviction or personal belief. A student who declines to participate in this exercise shall stand quietly and respect the rights and interests of classmates who do wish to participate.

**Disciplinary Meetings and Action**

Discipline referrals to the administration are reviewed individually, consistent with the Code of Student Conduct. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved with minimal

administrative intervention. In the best interests of the student and the school, several disciplinary options are available.

### **Procedures for Suspensions of 3 Days or Less**

Students who are suspended shall be afforded a conference with the administrator of the department before being suspended. During the conference, the student shall be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given a opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measure; and
- informed of the consequences of future infractions.

After the conference with the student, the administrator shall implement the recommended remedial measure and send the parent a disciplinary letter to inform them of the student's violation, the length of the suspension, and the day on which the student and parent/guardian are permitted to return to class.

### **Procedure for Suspensions of More than 3 Days**

Students who are suspended for more than 3 days shall be afforded an informal hearing. Parents of the students must be notified in writing when the suspension is between 3 and 10 days. The notification must afford the parent time to attend the hearing. When the suspension is in regards to health, safety and welfare the student may be suspended immediately. The hearing allows the students to meet with appropriate official to explain why he/she should not be suspended. During the hearing the student will be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given a opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measure; and
- informed of the consequences of future infractions.

### **Expulsion**

By definition, expulsion is the any exclusion from school for a period of more than 10 days. Written notice describing the misconduct containing specific reference to the rules and the setting the times and place of the hearing must be sent to the student's parent or guardian. A formal hearing must be held and should be private unless requested by the parent or guardian to be public. The student:

- may be represented by an attorney;
- has the right to have the information on the prosecution's witnesses;
- has the right to testify and present witnesses on his own behalf; and
- has the right to appeal to the appropriate judicial authority

### **Discipline of Students with Disabilities**

If a student violates the Code of Student Conduct, before consequences or punishment are imposed, it must be considered whether the student has a disability evidenced by evaluation documents current or pending. While all students may be disciplined, it is unjust to punish a child when the offense is directly related to his disability or when the IEP is not

implemented. Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement.

A “change in placement” is a legal term that applies to the following situations:

- the removal is for more than 10 consecutive days
- the students has been subjected to a series of suspensions that constitute a pattern

If the offense and subsequent suspensions do not exceed 10 consecutive days nor constitute a pattern or suspensions using the Documentation of Pattern planning form, then it is not a change in placement and the student may be subject to the same consequence that school applies to all students who violate the Code of Student Conduct.

If the offense is a change in placement, the school team (including the parent or guardian) must hold a Manifestation Determination Review meeting within 10 days of the decision to remove the student to determine two issues:

- was the student’s misconduct caused by or directly and substantially related to the student’s disability; or
- was the student’s misconduct directly result of the school’s failure to follow the child’s IEP?

The parent/guardian must be provided a copy of the Special Education Procedural safeguards. If the team answers yes to either question, then the student’s behavior is a manifestation of his or her disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with the conduct at issue. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct at issue.

If all team members agree that the student’s conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct. If a student:

- possesses illegal drugs;
- is selling prescription drugs;
- carries a weapon; or
- causes serious bodily injury to another

either at school or during a school related activity, the school may immediately remove the student for up to forty-five (45) school days to an alternative or remedial disciplinary setting. Because drugs, weapons, and serious bodily injury are so dangerous to a safe school regardless of whether a child has a disability or even if the team believes that the behavior is a manifestation of the student’s disability.

To comply with the law, a 45 school day emergency removal for serious bodily injury must be serious, i.e. requiring medical treatment, During the forty-five (45) school day period, the

school must convene a manifestation determination meeting. If the school determines that the conduct is a manifestation, the school may have the child re-evaluated, create or revise an existing behavior plan, or hold an IEP meeting to consider a more intensive special education placement upon the expiration of the 45 day alternative placement or sooner. If all team members determine that the conduct was not a manifestation of the student's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

If the parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability, the parent may request a due process hearing to challenge this finding. If the hearing officer agrees with the parent, the students will remain in the school where the offence was committed unless the parent and the school agree otherwise.

### **Emergency Hearing for Dangerousness**

If a school has solid reasons to believe that keeping the student in his current school is "substantially likely to result in injury to the child or others", the school consult with the Special Education Director who may request an emergency hearing to ask a Hearing Officer to transfer the student to an alternative setting for up to 45 school days. Dangerousness may exist even if there is no Code of Conduct violation. It is a consideration based on serious safety concerns for the student and/or the school community.

### **Bullying and Cyber Bullying**

Iowa Virtual Academy is committed to a safe and positive learning environment for all students, employees, volunteer and parents, free from harassment, intimidation or bullying. All forms of bullying and cyber bullying are hereby prohibited. Anyone engaging in bullying or cyber bullying is in violation of the Policy and shall be subject to appropriate discipline. Bullying shall mean unwelcome verbal, written or physical conduct directed at a student /parent/staff member/employee by another student/parent when the intentional act:

- physically harms a student or damages the student's property;
- has the effect of substantially interfering with a student's education;
- is placing another in reasonable fear of physical, emotional or mental harm;
- is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- has the effect of substantially disrupting the orderly operation of the school.

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidation, threatening or terrorizing another student/parent/ staff member/employee by way of any technological tool, such as sending inappropriate or derogatory emails, instant messages, text messages, pictures or website postings that would include blogs, when the intentional act is:

- physically, emotionally or mentally harming to a student/parent/staff member/employee
- substantially interfering with the student's education;
- placing a student/parent/staff member/employee in reasonable fear of physical, emotional or mental harm;
- is severe, persistent, or pervasive to the extent that it creates an intimidating or threatening educational environment; or



- has the effect of substantially disrupting the orderly operation of the school.

Nothing in this policy requires the affected student/parent/staff member/employee to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic. All forms of bullying are unacceptable and when such actions are disruptive to the education process of the Iowa Virtual Academy, offenders shall be subject to appropriate staff intervention, which may result in administrative discipline or action. Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo's, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other school policies or building, classroom, or program rules.

Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitutes violations of this policy. The Head of School is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation.

### **Where to go with Questions or Concerns**

Iowa Virtual Academy staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to seek solutions. Iowa Virtual Academy staff also realizes that parents and students do not always know what to do or where to seek out answers. Parents often give up and become frustrated if problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a problem:

**Step 1:** All concerns and issues should first be directed to the student's teacher. If an Iowa Virtual Academy teacher cannot resolve the issue (e.g., materials and computer issues) he or she directs the parent/responsible adult to the appropriate contact for assistance. The Iowa Virtual Academy teacher will monitor the concern to ensure resolution.

**Step 2:** If the issue or concern is about the Iowa Virtual Academy teacher, parents are advised to contact the Lead Teacher for that particular teacher (see School Directory).

**Step 3:** If the concern is not resolved at the teacher or lead teacher levels, parents/responsible adults are advised to contact the Head of School (see School Directory).

### **Informal Complaint Process**

Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. At the building level, programs may be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member,

although staff shall always inform complainants of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator reviewing the school harassment, intimidation and bullying policy without identifying the complainant, parent, guardian, or because Iowa Virtual Academy believes the complaint needs to be more thoroughly investigated.

### **Formal Complaint Process**

Anyone may initiate a formal complaint of harassment, intimidation or bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts will be made to increase the confidence and trust of the person making the complaint. Iowa Virtual Academy will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any school initiated investigatory activities. The Head of School or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the school needs to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

1. All formal complaints shall be in writing. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation or bullying. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.
2. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that the district needs to draft a formal complaint based on the information in the officer's possession.
3. The compliance officer shall investigate all formal, written complaints of harassment, intimidation or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.
4. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the result of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.
5. The Head of School or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating

that Iowa Virtual Academy intends to take corrective action; or that the investigation is incomplete to date and will be continuing; or that Iowa Virtual Charter Academy does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.

6. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the Head of School's written response, unless the accused is appealing the imposition of discipline and the school is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.
7. If a student remains aggrieved by the Head of School's designee's response, the student may pursue the complaint as one of discrimination pursuant to the Iowa Virtual Academy Grievance Policy.

Students will be provided with age-appropriate information on the recognition and prevention harassment, intimidation or bullying, and their rights and responsibilities under this and other district policies and rule at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation and bullying.

### **Grievance/Complaint Policy**

#### **Parent Complaint Response/Due Process Procedure**

The Iowa Virtual Academy is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. Iowa Virtual Academy prohibits discrimination against students/ families on the basis of disability, race, creed, color, gender, national origin or religion.

The student and parent(s), custodian(s), or legal guardian(s) should address in writing any concern or grievance to the Head of School. The Head of School responds within ten (10) working days.

If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the Head of School's response, request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and responds within ten (10) working days. If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the Iowa Virtual Academy governing body (Clayton Ridge Community School District Superintendent and Board of Directors). The Iowa Virtual Academy governing body may address the complaint directly, or the family may file a complaint with the Iowa Department of Education (information can be found on the Iowa Department of Education website).

### **Iowa Virtual Academy Attendance Policy**

The law in Iowa governing compulsory attendance requires a parent, legal guardian, or other person having control or charge of a child age six to sixteen to send the child to school during

the entire school year, except under the limited circumstances specified in the Iowa governing compulsory attendance laws.

Although the compulsory school attendance law does not apply to children under the age of six, a child who is at least five years of age by September 15 of the school year and is a resident of a school district and enrolled in kindergarten. (Code Section 299.1A)

#### Attendance Responsibilities

- Attendance must be **logged daily** in the Online School by parent/ Learning Coach.
- Schedules may be blocked or flexible; however, attendance in each course needs to be logged each week.
- Extended family travel (more than 3 days) except during normal school vacation periods requires written notification and vacation contract approval by the Head of School or designee. This should be completed at least one week prior to the extended absence.
- All families must attend a Parent Orientation and the student will attend a 'Learning Online' course via the online school.
- The family must maintain regular communication with the Iowa Virtual Academy teachers.
- Students and parents/learning coaches must check their K-mail, email, and phone messages daily. Return response should be within 24 hours or on the next business day.
- Students **must attend all required** Black Board Collaborate Live sessions for direct instruction as directed by their teachers.

Reporting Absences: Please K-mail your teacher if your student will be absent and unable to attend ClassConnect sessions or log in to the OLS/LMS. Please state the reason for the absence in the K-mail as well as the expected duration of the absence.

Excused Absences: The school recognizes student illness, death in the family, prior permission to leave school by parents and administrator, approved family vacations, approved college visitations, required court appearance, religious observations, family emergencies, counseling or administrative appointments to be excused. Remember that regardless of the absence reason students are expected to make up work in the OLS/LMS.

Unexcused Absences: An unexcused absence is an absence not recognized by state law or Iowa Virtual Academy. Unexcused absences may result in loss of credit for assignments missed.

Habitual Truancy: A truant is defined as a student who is willfully absent from school without the knowledge and consent of the parent and school, or absent from school when there is an attempt to evade the Iowa Compulsory Attendance Law. A "habitual truant" is defined as a student who is truant five times during any semester. A truant absence is considered an unexcused absence.

Excessive Absences: When students have accrued 5 absences (unexcused or excused) a student and parent will be sent a letter apprising them of the status of their absences. When a

student has accrued 8 absences (excused or unexcused), the parent and student will be required to meet with the Head of School or designee to engage in an attendance contract and help the student improve his/her attendance. The attendance contract may require the parent and student to provide the school with a doctor's note for each additional absence. In such a case, if a doctor's note is not provided to the school the absence will be marked unexcused. If the attendance contract is implemented and consequently broken, the parent and student(s) will be required to meet with the Head of School and may be withdrawn from Iowa Virtual Academy. Iowa Virtual Academy may also refer students to county district attorney or designee or county truancy. Anytime a student has missed five (5) consecutive days due to an illness, a doctor's note will be required.

**5 absences = letter**

**8 absences = contract**

**10 absences = possible withdrawal from IAVA and referral to the county district attorney or designee**

**Instructional Time:** Iowa requires all public schools to offer at least 180 school days or 1080 hours in a school calendar year. Each school day shall provide 5-1/2 hours of instructional time or 27.5 hours of instructional time in a full week of school. (Code No. 501.3 Compulsory Attendance)

School being "in session" is perceived as requiring pupils and certificated teachers to be present and instruction taking place

Instructional time shall occur during the school day with exceptions granted by the teacher or Head of School for extenuating circumstances. Instructional time must directly relate to lesson objectives, which are aligned to the Iowa Core Curriculum.

### **Process for Attendance Monitoring**

Students are required to follow the school calendar. Attendance only occurs on "school days" as listed on the school calendar. Instructional time can be entered on any day (e.g., weekends, holidays, etc.).

Students are expected to log into the OLS (K-8) LMS (9-12) each scheduled school calendar day. If the school calendar indicates Monday through Friday in a given week as "School Days," attendance must be entered on each day to not result in absences being recorded. NOTE: Parents of students in grades K-12 will log attendance daily by midnight.

**Truancy:** a student will be considered truant after three unexcused absences.

**Doctor/Medical Excuses:** students must present doctors' notes when they are absent from school for five or more days consecutively due to illness. Parent should send doctors' notes to the assigned teacher through K-mail.

**Excuse Notes for Absence:** in order for an absence to be registered as excused, a parent or guardian must submit a written explanation to the teacher. Excuse notes or K-mails must state

the student's name, the date of the absence, and the reason for the absence. The parent or guardian has three calendar days from the date of absence to submit the excuse through K-mail.

**Educational Leave:** Pupils may be excused for educational trips not sponsored by the school according to the IAVA's governing body's board policies. Please understand that it shall be the family's responsibility to contact the teacher(s) to determine what obligations must be met as a result of this proposed absence. Further understand that:

- no more than ten (10) days of absence will result.
- no absence will occur in the last ten (10) days of the school year.
- experiences such as "Long Weekends" and "Vacations" will not justify any request
- request must be submitted and approved 24 hours prior to the trip
- requests will not be approved for time off during the state testing window.

**No Internet Access or Power Outage:** students who are unable to log into school or have a power outage must have an alternative plan to go to a public library/public location with computer access to do their school work. If the student does not have a back-up plan and cannot go to the library, the student must notify his or her teacher in order to legitimize the reason for the absence.

### **Truancy Elimination Plan**

Iowa Virtual Academy has developed a Truancy Elimination Plan (TEP) to work strategically to reduce the incidence of truancy. Teachers are the first line of defense for compulsory attendance, as they are the first to recognize students with possible attendance issues. Therefore, teachers should implement a plan of action including, but not limited to:

- sharing and reviewing school policy on attendance and student responsibilities with students and families;
- contacting the student's parent/guardian upon their absence;
- meeting individually with students to discuss reason(s) for absence;
- following up with the building principal (or assigned truant officer);
- making referrals to guidance counselors and
- collaborating with Student Assistance Teams as appropriate.
- contacting the county district attorney or designee for support

Iowa Virtual Academy will notify the parent/guardian regarding the need for a joint conference upon the third unlawful student absence. The school-family conference engages all participants involved in the student's life to explore possible solutions to increase the student's school attendance. The purpose of the school family conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to assure regular school attendance. The school-family conference provides both parties with the opportunity to identify, understand and explore all issues contributing to the student's truant behavior. Participation by the student and family is an integral component for this conference.

In addition, representatives from relevant and/or involved community-based agencies, community and school services and school personnel may be invited to participate. During the school-family conference, a Truancy Elimination Plan (TEP) shall be developed cooperatively

with the student and other meeting participants. Issues to be addressed at the school-family conference should include, but not be limited to:

- appropriateness of the student's educational environment;
- possible elements of the school environment that inhibit student success;
- student's current academic level and needs;
- social, emotional, physical, mental and behavioral health issues;
- issues concerning family and home environment and
- other issues affecting the student's attendance.

This school-family conference also provides an opportunity to ensure that both the student and the family clearly understand the legal ramifications of not adhering to the state's compulsory attendance requirements. This methodology promotes full understanding and appreciation of the root causes of truancy as well as the resultant personal and societal impacts when truant behavior is not adequately addressed. The TEP will include, but not be limited to, the following components as appropriate:

- identification and provision of appropriate academic supports by the school and/or community organization(s);
- identification and provision of appropriate social, emotional, physical, mental and behavioral health support from the school and/or community organization(s);
- identification of the school environment issues that affect the student's success and solutions to address these issues;
- explanation of the student's strengths and responsibilities related to the TEP;
- explanation of the family's strengths and responsibilities related to the TEP;
- clarification of method(s) used for monitoring the effectiveness of the TEP;
- explanation of the consequences for each stakeholder if the TEP is not fully implemented;
- explanation of the consequences for each stakeholder if the TEP is not fully implemented;
- discussion of the benefits for successfully implementing the TEP and
- follow up and report the outcome of the TEP.

### **Testing Attendance Policy**

Iowa Virtual Academy, an Iowa public school, must follow the laws set by the Iowa Department of Education. According to the Department of Education, all students in grades 3 through 11 are **required** to participate in state testing. Being a part of the Iowa Virtual Academy means that some travel will be required for testing. Travel includes going to and from testing locations. **Students are subject to unexcused absences and may be withdrawn from Iowa Virtual Academy's active rolls if they do not participate in testing. Parents are responsible to arrange travel to and from testing sites.**

If a student does not attend the required days of testing the teacher must mark this as an unexcused absence for each day missed. If a student is ill and not able to attend the first day of testing he/she should attempt to attend the remaining days of their scheduled site. After two missed days the student should reschedule for another testing site. If a student misses three days a doctor's note must be provided to substantiate the absences.

If a student has not submitted a valid excuse, each subsequent day that a student does not attend testing will be marked as an unexcused absence. After three cumulative unexcused absences a student is considered truant.

### **Testing Requirements**

- All public school students enrolled in grades 3 through 11 must participate in reading and math. Students in grades 5, 8, and 11 must participate in science.
- All public school students in grades K-3 must participate in a state-approved Diagnostic Reading Assessment.
- At least one additional assessment with comparison data with other students across the state and in the nation is required for reading, math or science. This additional assessment is sometime referred to as a “multiple measure” and may be given at any grade level.
- English language learners (ELL) are additionally assessed to determine eligibility for services in learning the English language.
- Students with disabilities participate in district-wide assessment as indicated on the IEP.

### **Standardized Testing and Other District-Wide Assessments**

All Iowa students will be required to participate in required state testing. All public school students enrolled in grades 3-11 are required to participate in the annual Iowa Assessments. IAVA students will be tested during the late winter testing period.

All public school students enrolled in the IAVA must participate in an additional assessment required by the state testing program and school district. Students in grades K-6 will participate in the Scantron Diagnostic Assessments and Study Island Custom Assessments. Both of the additional assessments are administered in the fall and spring.

Student identified as English Language Learners (ELL) are additionally assessed using the English Language Development Assessment (ELDA). Students with disabilities participate in district-wide assessment as indicated on the IEP. Students with disabilities may be assessed using the Iowa Alternate Assessment according to the student’s Individual Education Plan (IEP).

All state and district required tests are administered by certified teachers or administrators. Iowa Assessment tests are administered in compliance with the district’s Accountability Test Integrity/Test Preparation Policy and subject to the Code of Ethics of the Iowa Educational Examiners as found at 282-Iowa Administrative Code chapter 25.

Iowa Assessment testing will be conducted at a variety of sites around the state. Efforts will be made to locate a testing site within an hour of your home. In certain cases it may be necessary to travel longer than an hour. These tests are given over a multi-day period depending on a student’s grade level.



Specific testing dates and locations will be published no later than two weeks prior to the testing window. The school cannot guarantee that the student's assigned teacher will be the test proctor. The school does attempt to assign teachers to testing sites where many of their students will be participating.

### **Attendance FAQs**

**Q:** When can I log attendance?

**A:** You are able to log attendance from your first day of school until the last day of school

**Q:** Where do I need to log my child's attendance and how often?

**A:** Student attendance hours are logged in the attendance screen on the parent's OLS and **must be entered daily.**

**Q:** Why should I log attendance?

**A:** In addition to meeting the legal attendance requirements for Iowa Virtual Academy and the Iowa School Code, logging attendance provides you and your child with a log of the work accomplished.

**Q:** What are supplemental hours?

**A:** Provided that the child first completes the K12 coursework, attendance time may be logged if the child engaged in activities related to the course objectives. Contact your teacher before entering supplemental attendance time to ensure the additional activity you wish to include satisfies course objectives.

**Q:** What should I do if I forgot to log my child's supplemental hours?

**A:** You can go back to add hours after initially entering attendance. If you have already entered hours for the specified day and clicked the "submit" button, your teacher must add the hours for you. Contact your teacher for assistance in entering your supplemental hours.

**Q:** How many hours should my child log if he or she enrolled after the start of school?

**A:** Hours are prorated based on a student's start date. Students who start after the first day of school should follow the daily or weekly attendance guidelines outlined in the Instructional Time section of this handbook.

**Q:** Do I log attendance for the actual time the lesson took or just the default time that comes up on the OLS?

**A:** You must log the actual amount of time it took for the student to complete the lesson(s) each day. If you consistently observe your student completing lessons before he or she accumulates the required amount of time, you may benefit from setting a time limit to each subject, rather than just expecting one lesson per day.

### **Confidentiality**

Every effort is made to maintain the confidentiality of students who attend Iowa Virtual Academy. Parent permission is required for a student's name or picture to be displayed in a public manner. Confidential student information is encrypted before being transferred over the

Internet. The encrypted information can only be decrypted by another party authorized by Iowa Virtual Academy. Student files are accessible only to authorized employees of Iowa Virtual Academy who have an interest in the education of its students. Adults and students should not share their K12 Online School (OLS) username and password with any unauthorized individuals.

Whenever a parent or teacher believes the security of the OLS has been compromised, the parent can use the tools provided in the OLS to change usernames and passwords. Parents are advised to avoid using personal information in e-mails. Using the child's first initial rather than full name is preferred.

### **Health Policy**

All students must comply with the requirements of the State Immunization Code. The only exemptions to the school laws for immunizations are for medical reasons or religious beliefs. Medical Exemptions must be submitted in writing and must be signed by the child's physician. Religious exemptions must be submitted in writing and must be signed by a parent/guardian. Immunization records must be delivered to the school prior to acceptance for enrollment. Iowa law also requires that students have a dental screening performed by a licensed medical professional sometime after the age of three and that all children receive a blood lead test for elevated blood levels for lead before entering school. Parents or guardians must provide evidence to the school of their child having each of these tests/screenings done. Parents should request their child's health records from the previous school prior to starting school at Iowa Virtual Academy. Please contact the Iowa Virtual Academy office with any questions regarding health requirements.

### **Physical Education**

Iowa Virtual Academy recognizes the important role of Physical Education in the education of our students. The Iowa Healthy Kids Act requires all physically able students in Kindergarten through 5<sup>th</sup> grade to participate in a minimum of **30 minutes of physical activity each day**. All physically able students in **grades 6 through 12 are required to engage in physical activity for a minimum of 120 minutes per week**.

Parents/guardians are an integral member of the student's educational team. The in-home nature of the "cyber-school model" requires parents to assume the primary responsibility for the implementation of physical education activities. Teachers will provide the learning coach with resources and information concerning the Physical Education and the Healthy Kids Act. Students and learning coach can complete a log of hours and activities to match the physical education hours required including the Healthy Kids Act and submit it to the teacher for verification. Physical Education forms are available for third party completion. Students should receive an average of 30 minutes per day (grades K-5) or 120 minutes per week (grades 6-12) of physical education. Physical Education requirements for Special Education students should be aligned in conjunction with the prescription outlined in the child's IEP.

### **Academic Pacing**

Within the Iowa Virtual Academy program, every child progresses through the curriculum at his or her own pace. Decisions to advance in a course level are made jointly by the parent and teacher at any time of the year. Advancement of a student from one course level to the next

requires the approval of the Iowa Virtual Academy administration. Every lesson is presented independently to each child at his or her own ability level. Students are required to master the course objectives before advancing to the next course level. This approach results in a solid foundation of core knowledge essential for success in the next subject level. Although the program is self-paced and individualized, students are required to progress and to achieve one grade level per school year as specified by state law.

### **Change of Home Address**

In the event you change addresses after initial enrollment, please send a K-mail to Steven Hoff verifying the updated address. Be sure to include the names of all children associated with your household. You are to include in your K-mail:

- previous address and new address (Required)
- new district if applicable
- new phone if applicable
- effective date of address change (Required)

In addition to the K-mail, you are required to submit the following documents to our office within 10 days of receipt of this letter. Please be advised, the documents are state mandated for all enrolled students. Failure to submit the documents will cause your child to be out of compliance with state requirements.

*Change of Data Form* (complete and sign the form and submit one per child).

*Proof of Residence* (please see below for acceptable documentation of residency).

Submit ONE of the following:

- valid driver's license
- valid non-driver's license
- current utility bill (gas, water, electric, sewage, cable and land line phone)
- current mortgage statement
- current residency card
- deed, vehicle registration
- property tax bill
- current credit card bill

Iowa Virtual Academy  
Attn: Steve Hoff  
502 West Watson Street  
Garnavillo IA, 52049

Or Fax the documents to our main office at: 563-964 2321

### **Withdrawing From -Iowa Virtual Academy**

Parents wishing to withdraw their children from the Iowa Virtual Academy must contact their teacher and complete a withdrawal form in order to fully process the withdrawal. The teacher will notify school officials of their decision. The Director of Operations or designee will confirm

withdrawal date once the form has been received and 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.

### **Supplemental Activities**

Parents seek to provide a fuller education for their child by enriching their child's curriculum with extra activities and family trips. These activities may be logged into the student's daily schedule and counted toward his or her mandatory hours of instruction if the activity directly relates to lesson objectives. It is necessary that the learning coach first discuss their supplemental activities with their students' assigned Iowa Virtual Academy teachers. This discussion must be before notifying the teachers of the hours that will be logged. This ensures that the supplemental activities are recorded in the appropriate area(s) of the curriculum.

### **Use of School Property**

Iowa Virtual Academy provides materials, computer, printer, books and other curricular supplies. All provided materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted. Unauthorized copying of those materials is a copyright infringement. Materials cannot be sold or transferred. Materials are to be used solely by the student in his or her studies while enrolled in the school. Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

### **Objectionable Content Policy**

There may be times a parent considers certain lessons, books or materials objectionable for various reasons. The following process is used if a parent finds material objectionable; he or she should contact his or her Iowa Virtual Academy teacher via e-mail. Teachers will work with parents 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.

### **Student Records**

Student records are maintained at the Iowa Virtual Academy office. The Iowa Virtual Academy provides parents with access to the academic records of their children. The access rights of parents consist of:

- the right to inspect and review the contents of educational records
- the right to obtain one copy of the education records at no charge, and additional copies, if requested, at a charge. These will be stamped as "unofficial."
- the right to receive from school personnel an explanation and interpretation of the educational records
- the right to a hearing to challenge the contents of the educational records
- the right to bring an attorney or parent advocate to review educational records

A parent seeking access to the educational records may make a request by telephone or in person to the Head of School or designee. However, prior to reviewing and inspecting the educational records, a parent must sign an official request form. Access to educational records is granted within forty-five days of the receipt of the written request.

After examining their child's educational record, parents may request a hearing to challenge the contents of the record. The purpose of the hearing is to establish the accuracy of the record. At an informal meeting between the parents and the Site Administrator or designee, an attempt is made to answer any questions raised by the parents. If the questions are not resolved, a formal hearing is conducted in the office of the Head of School.

In general, the school may not permit access to, nor release of, educational records to third parties without the consent of the child's parents or guardians. However, educational records may be released without the consent of parents to another public school system to which a pupil transfers. Pupil directory information, which includes: the pupil's name; address; date and place of birth; photographic likeness; major field of study; dates of attendance; degrees and awards received; and participation in officially recognized activities and sports may be released without the consent of the parents unless the school is notified annually by the parents not to release the information without their prior written consent. State law provides that the following additional conditions will apply regarding the educational records of special needs students:

- If you have asked to see your child's records, you must be allowed to do so prior to a conference regarding an individualized education program and prior to a hearing regarding the identification, evaluation, or placement of your child.
- You may designate another person to examine your child's records, if you wish to have further advice. You may ask for a list of the types and locations of the records kept about your child.

The Iowa Virtual Academy has a schedule for the destruction of Special Education records of students who have been out of the program for at least five years. You will be sent a notice by mail at a time shortly before the student's records would be destroyed and advised of your right to obtain them for your own use or the student's use. It is your responsibility to provide the school with your current address so that you will receive the notification. You should do so by sending your address, the student's name, and birth date to Iowa Virtual Academy.

Parents/legal guardians may contact the office to obtain a copy of student records. A copying fee may be assessed. If parents/responsible adults change their address, telephone, e-mail address, or place of employment, they are asked to notify their children's teachers immediately. Parents are responsible for keeping contact information current within the account setup section of the OLS.

### **Internet Service Provider (ISP) Reimbursement Program**

Families at Iowa Virtual Academy who qualify for free and reduced lunch and make a written request to the school will receive ISP reimbursement checks twice per year at the rate of

\$12.00 per month (per family) for the school year. Disbursements will be made in January and June, 2014. Receipts must be submitted to receive a reimbursement.

Families must participate in the Online School, as well as have compliant attendance as described in the Iowa Virtual Academy Handbook, in order to qualify for ISP reimbursement. Additionally, there must be current proof of residence for each student enrolled. Families are eligible for ISP reimbursement for the month in which they enroll.

Please be aware that if an ISP check is lost, Iowa Virtual Academy does not automatically reissue a check to that family. If a check is lost, parents must contact the school office within 60 days, or a replacement may not be issued.

### **School Supplies**

Iowa Virtual Academy provides most curriculum items needed to participate in school. There are times when household and consumable items are needed to complete a lesson. Be sure to use the Advanced Planning feature through the Online School to assist with upcoming lessons requiring certain materials. A suggested school supply list is provided by the teacher at the beginning of the school year. Additionally, some elective High School courses may have specific hard/software requirements. Refer to the *High School Course Catalog* for details and planning.

### **Printer Ink Usage Guidelines**

Printer ink is expected to be used sparingly and only for school needs. We encourage families to use the student pages instead of printing. Iowa Virtual Academy does not provide printer ink cartridges or refills. Refills are the responsibility of the family. In order to conserve ink, it is recommended that your printer is set to always print in fast draft mode. To set for fast draft mode:

- Go to your *Start* menu
- Go to *Printers and Faxes*
- Right click on your *printer name*
- Scroll down to *Properties*
- Click on the *Advanced* tab
- Click on *Printing Defaults*
- In the drop-down menu under *Print Quality*, choose *Fast Draft*
- Click *Apply*, then click *OK*

### **Family Education Rights and Privacy Act (FERPA)**

Iowa Virtual Academy maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the district's student information management system, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related

documents. Records can be maintained electronically, on paper, microfiche, audio and videotape. Records can be located in the central administrative offices of the Iowa Virtual Academy, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

Records are maintained as long as they remain educationally relevant. The purposes of collecting and maintaining records are to:

- ensure that the child receives programs and services consistent with his or her IEP;
- monitor the ongoing effectiveness of programming for the child;
- document for the public school and the parents that the student is making meaningful progress;
- satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation, and fiscal and program audits; and
- inform future programming for and evaluations of the child. When educational records, other than those which must be maintained, are no longer educationally relevant, the public school must notify the parents in writing and may destroy the records or, at the request of the parents, must destroy them. Public schools are not required to destroy records that are no longer educationally relevant unless the parents request so in writing.

When educational records, other than those required, are no longer educationally relevant, the public school shall notify parents in writing and may destroy records or, at the request of the parents, may destroy said records. Public schools are not required to destroy records that are no longer educationally relevant unless the parents request so in writing.

The Family Educational Rights and Privacy Act (FERPA), affords parents and students over 18 years of age (“eligible student”) certain rights with respect to the student’s educational records. They are:

- the right to inspect and to review the student’s educational records within 45 days of the date Iowa Virtual Academy receives a request for access.
- the right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading.
- the right to consent to disclosure of personal information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
- the right to file a complaint with the U.S. Department of Education concerning alleged failures by Iowa Virtual Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

Parents or eligible students (age 18 and above) may ask Iowa Virtual Academy to amend a record that they believe is inaccurate or misleading. They should write the school administrator, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If Iowa Virtual Academy decides to not amend the record as requested by the parent or eligible student, notice will be given to the parent or eligible student of the decision. Information will be given advising him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be included to the parent or eligible student when they are notified of the right to a hearing.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Iowa Virtual Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom Iowa Virtual Academy has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent 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, Iowa Virtual Academy discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

(Note: Directory information includes the following information relating to a student: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.)

### **Advanced Learners Program**

The Advanced Learners Program (ALP) is a supplemental enrichment program for K-8 students who are one or more grade levels ahead of their age appropriate grade level in a core subject, have been identified as gifted through a previous program, and/or are recommended to the program by their teacher or parents. Students in the ALP are supported with accelerated course planning, topic enrichment, and other activities and instructional strategies that include invitations to National Learning Circles. Participants in the ALP are expected to maintain adequate progress and achievement. If you feel that your child would benefit from the program, contact your teacher for more information.



### **At-Risk Program**

Iowa Virtual Academy supports the academic achievement of all students, particularly those most at risk. The school has a strong commitment to the federally mandated goals of the No Child Left Behind Act (NCLB). It is a priority to build strong parent/teacher/student relationships and address the specific needs of individual students.

The At-Risk Program at Iowa Virtual Academy uses an early intervention process to identify and to serve struggling students. This process includes parents, teachers, and administrators. It uses a multi-tier model of service delivery, problem-solving methods to make decisions, and research-based, scientifically validated interventions/instruction. If a teacher identifies an area of weakness for any student and prescribes intervention strategies and activities supplementing daily curriculum, it is expected that the student would follow the prescribed plan which could include mandatory Elluminate sessions. Attendance is expected and student participation required. Additional assignments may be requested, but if a student does not participate, he or she will be subjected to the attendance policy.

### **Counseling Opportunities**

Iowa Virtual Academy will provide all students with a developmentally appropriate comprehensive school counseling program. The school counseling program guides students through a systematic approach to developing the academic, personal/social and career skills of each student. Iowa Virtual Academy will use a combination of curriculum, web based tools, and strategies that have demonstrated success. The school counseling program is a key piece of school's mission to make all students college and career ready as they prepare for the complex demands of the 21st century.

Iowa Virtual Academy will offer the following components to support our comprehensive school counseling program:

- career assessment, exploration, and skills development
- individual and group counseling services for all students on personal/social issues
- study skills as determined by needs assessment
- developmental guidance curriculum to promote the academic success and personal growth of every student
- parent outreach, education and support services, facilitating community resources and referral programs
- individualized academic advisement and graduation planning, ensuring all students graduation on time with the most rigorous course selection,
- college and postsecondary education counseling and web tools that guide students through the preparation, selection, application, and admissions processes

### **Special Education Services**

Iowa Virtual Academy's Special Education program meets the individual needs of students by using specially-designed instruction with a standards-based curriculum in the virtual environment. Frequent assessment of student progress is necessary. We deliver special education programming and related services to Iowa Virtual Academy students at no cost to the parent or guardian. Students with disabilities needing special education must receive a free

appropriate public education (FAPE). These services conform to the student's Individual Education Program (IEP).

### **IDEA**

The 2007 Amendments to the Individuals with Disabilities Education Act (IDEA) mandate that every school district in the country develop a system to identify children (from birth through age 21), with disabilities, who live in that specific district. Iowa Virtual Academy will make a concerted effort to identify, to locate and to evaluate children through 21 years of age who enroll in Iowa Virtual Academy and have a confirmed or suspected disability, in accordance with all federal regulations and state standards. In addition, it shall be the policy of Iowa Virtual Academy that children with disabilities, as well as their parents/guardians, shall be provided with safeguards as required by law, throughout the identification, evaluation, and placement process and to provide these children with a free, appropriate, public education.

### **Special Education Screening**

Iowa Virtual Academy screens and evaluates children to determine eligibility for special education and related services. We undertake screening activities before referring most children for a multidisciplinary team evaluation. Screening activities consist of the following:

- on-going analysis of the child's response to instruction and performance on statewide and district-wide assessments
- periodic vision and hearing assessments by the school nurse and review of the results of physical examinations by school or private physicians as mandated by the Iowa Public School Code
- baseline assessment and analysis of the child's response to individualized academic or behavioral intervention over an extended period. Such intervention-based screening occurs when requested by the child's teacher, parents, or other concerned school personnel.

For information about the dates of various screening activities by Iowa Virtual Academy, please contact the school directly. Parents of preschool-age children (three through five) may obtain information about screening activities, or may request a screening of their children by calling or writing their local School District, Early Intervention Services.

### **Response to Intervention (RtI)**

RtI is a viable means to intervene prior to academic failure. Using RtI, Iowa Virtual Academy can identify students at risk for poor learning outcomes, monitor student progress, and provide evidence-based interventions. These interventions can be adjusted as needed depending on a student's responsiveness.

Iowa Virtual Academy (IAVA) will have a documented process for identifying "at-risk" students, built on Iowa's "responsiveness to intervention" (RTI) framework. (IAVA) stands ready to provide parents and students with the support they need to have a successful academic experience. (IAVA) will implement a system of three tiers for providing interventions to help all students.

All students in (IAVA) students are a part of Tier I, with the general education teacher supporting the regular IAVA/ K12 school curriculum in two ways:

- reviewing, recording, and analyzing Scantron benchmarks and all state-mandated testing
- creating a differentiated Individual Learning Plan (ILP) for each student, based on their age appropriate grade level and on curriculum placement levels.

For Tier II, the general education teacher and/or subject specific specialists provide extra support and attention to students whose progress and test scores show gaps in skills acquisition. In Tier II, the general education teacher and/or subject specific specialists begin a program of one to three research-based intervention strategies (best practices) and documentation of these strategies over a six week period, including at least four assessments. If a student responds to Tier II intervention strategies, the student can remain at this level of support or return to Tier I, when mastery of skills occurs.

If a student does not respond to Tier II, the student is referred for a Tier III Student Meeting, which is attended by members of the RTI Committee. The RTI Committee (which will meet bi-weekly) gives additional support to the teacher and the parent/guardian, implementing and reviewing additional, more intensive strategies for the student's specific needs. Depending on student response to more intensive interventions, a student may remain in Tier II (if he or she shows marked improvement) or may be referred for a meeting to determine if further diagnostic evaluations and possible Special Education services are warranted. Teachers at IAVA will receive continuing professional development regarding RTI and the role it plays in our school.

### **Services by Disability**

Special Education services are collaborative teamwork among the parent, teachers, and therapists to provide a systematic problem-solving approach for a quality education to each student. All members of the Iowa Virtual Academy school community believe that varied instructional practices and learning environments benefit all children.

Services by disability area are as follows:

- Autism Spectrum Disorder Visual Impairment
- Hearing Impairment
- Cognitive Impairment
- Severe Multiple Impairments
- Traumatic Brain Injury
- Emotional Impairment
- Physical Impairment
- Early Childhood Development Delays
- Specific Learning Disability
- Speech and Language Impairment
- Deaf-Blindness

- Other Health Impairments

### **Commitment to Serve Students**

Iowa Virtual Academy is committed to the full implementation of NCLB and IDEA. When students with special education needs are given the support necessary for success as outlined by their IEP, we believe they can achieve at the same high standards that are required for all students enrolled in our school. Therefore, we will ensure that our enrolled students with special education needs will have full access to those curricular offerings aligned to Iowa Core Curriculum.

### **504 Service Plan**

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in, or access to, an aspect of the school program.

### **Academic Advancement (Grades K-8)**

It is important to understand that the decision to advance a student to the next course or grade level is made jointly by the parent and teacher. The decision focuses on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of the Iowa Virtual Academy and the K12 curriculum. Iowa Virtual Academy understands children do not learn at the same rate or in the same manner. The program offers families flexibility in scheduling and instructional strategies. Iowa Virtual Academy focuses on mastery of lesson objectives, encouraging families and students to spend the time needed daily and throughout the year to reach mastery of most lesson objectives.

Iowa Virtual Academy allows students to advance to the next course level at any time of the year up to April 30, 2014. Parents and teachers evaluate every student's course level and grade level prior to the conclusion of the current school year. This evaluation does not affect course level changes, which can be made at any time up to April 30, 2014. Together, the Iowa Virtual Academy teacher and parent arrive at a decision on the advancement of the student. Advancement of a student from one course level to the next requires the approval of the Iowa Virtual Academy administration. Sufficient progress in all courses is expected before course level advancement in one area may be considered.

### **Program (Grades K-8)**

Iowa Virtual Academy elementary teachers will maintain contact with students via telephone conferences, Class Connect online lessons, face-to-face conferences Iowa Virtual Academy gatherings, and during standardized testing participation. Through these contacts the teacher will develop clear instructional learning goals for each student and monitor progress towards these goals throughout the school year.

As expected, students identified as “at-risk” will hold a higher priority of contact as determined by the teacher and the parent. Students with IEP’s will also require more interaction. The regular and special education teachers will work in cooperation to ensure the increased interaction.

### **K-8 Promotion and Retention**

Throughout the 2013-2014 school year, Iowa grade level standards will be measured for all Iowa Virtual Academy students in grade K-6. At the end of each quarter, a snapshot will be created for each student that outlines actual course progress and expected progress for that point in the school year. Learning goals will also be defined from student-teacher interaction along with results from local assessments, integral programs such as Study Island, work submissions, and K12 Online School. The learning goals will be monitored for the entire school year. At the end of the 2nd and 4th quarter, a more detailed report will be sent including an update on proficiency in grade level standards. For more information on Iowa state standards please go to:

[http://www.iowa.gov/documents/IowaCurriculumFramework\\_8172\\_7.pdf](http://www.iowa.gov/documents/IowaCurriculumFramework_8172_7.pdf)

It is imperative that all students attend each scheduled individual teacher conference, participate in all local assessments – either face-to-face and/or Elluminate, and attend testing (if applicable). As their progress is monitored, students may be asked to attend supplemental tutoring sessions for additional instructional support. These are integral tools for gathering information about individual strengths and weaknesses and monitoring ongoing progress to ensure student success. These measures also help in determining mastery levels, which will be reported on the student’s progress reports. Promotion or retention for the next grade level will be determined as the cumulative results of the student’s progress and achievement for the school year are analyzed at the end of the academic year.

Iowa Virtual Academy’s goal is not to make all children alike, but to foster individual strengths and help each child develop to his or her fullest potential. Please note, if your child is receiving special education services, the learning goals that have been created and recorded on the student’s IEP for him/her will supersede this list of grade level standards; however, assessment on grade level standards may still occur.

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

The K12 curriculum is outstanding and helps student’s master state standards. Therefore, it is always recommended that students master all core lessons on the Online School. The goal will be 100% progress unless otherwise determined by the teacher.

Teachers will provide a list of assignments from the Online School that should be submitted directly to the teacher. This work will allow the teacher to give detailed feedback. It is important that students master and retain their work and not just work through assignments. If at any time it becomes clear that a student has not mastered work that is marked complete, the lessons may need to be completed again. In addition, students should have their own student account and should not have access to teacher guides or answer keys.

If a student's work ever shows evidence of intentional or unintentional academic dishonesty, the student lessons will be marked incomplete and the student must complete the work again. Any future instance of academic dishonesty will result in disciplinary action. Teachers will also meet with students individually in Elluminate or by phone to assess mastery of content.

Communication with the student's teachers is another key to our unique partnership. Students who ask for assistance from their teachers have shown greater success in this type of virtual model. To assure that students are meeting mastery, each student and parent must be available to attend weekly and bi-weekly conferences set up by the teacher, as well as weekly homeroom meetings, and Classroom Connect sessions. Students need to attend and to interact with their teachers and other students during these sessions. Experience has taught us that students who become actively engaged with their teachers and other students achieve at a higher level.

### **The High School Program (Grades 9-12)**

This section of the handbook is designed to help you to build and maintain your relationship with the Iowa Virtual Academy's High School program. Iowa Virtual Charter Academy is a public school. The High School Program is unique in that it is a combination of virtual and face-to-face activities. One of the key success factors of the High School Program is developing relationships between the school and the students' support network. A critical component of this relationship is trust, which comes through the sharing of critical information, meaningful and regular communications, the setting of clear expectations and living up to our mutual commitments.

### **Summary of High School Model**

K12 Inc. utilizes their *Learning Management System* (LMS) to provide the online school campus and courses. The school campus site features school announcements, messages from the administration, access to important documents, club and organization information, guidance counseling resources, and courses- all combined into one interactive and easy to use interface. The student calendar which shows assignments and due dates for all courses in one easy to use tool, helps students to stay on focus in every course. Courses provide dedicated tools, like a teacher syllabus and announcements, a *Raise Your Hand* area to ask course-related questions for their teachers, easy to use online assessments, and an electronic drop-box for assignment submission. These all work together to provide a rich course experience for students.

Courses are delivered by semester. Year-long courses are comprised of two semesters. Courses consist of multiple units, lessons, and activities. Teachers may deliver lectures live or online, but most of the time students work through expertly designed lessons online which allows students to follow their own personal daily schedules. They serve to instruct, to provide practice and exploration and to assess student learning daily, based on a minimum pace and schedule that fits each student. Teachers post announcements and indicate the lessons, activities and assessments to be completed each week on the course calendar. All work assigned for a single week must be received on the dates indicated, but may be accepted up until midnight of the Sunday of that week without penalty.

The Iowa Virtual Academy's High School program is primarily asynchronous – students work according to their own individual daily schedules. Teachers provide asynchronous and synchronous – live support. Course activities may include:

- reading online text and transcripts
- viewing moving and static images and streaming video
- listening to audio recordings and pronunciations
- linear and interactive animations and simulations
- hands-on and virtual activities
- threaded discussions with teachers and fellow students in a section, cohort or group
- teacher announcements
- online self-check exercises
- teacher-created instructional materials

Student learning will continue to benefit from close relationships among parents, students, Advisors, teachers and other support personnel. For students to achieve mastery of high school level courses, the instructional component will rely heavily upon skilled subject-specific teachers who will serve as coaches and guides through a clearly defined, high-quality curriculum. Parents or caring adults (referred to as mentors), will still be crucial as motivators and coaches. However, students' academic success in virtual high school will depend upon the student's level of engagement with the curriculum and interactions with their teachers.

At the center of the Iowa Virtual Academy High School program is the Iowa Virtual Academy student.

The role of the parent or another responsible adult acting as a Mentor in the home is crucial to the success of most students. The mentor can be a parent or guardian, or any adult who the parent/guardian establishes as a Mentor. Mentors are responsible for:

- confirming and entering attendance daily
- ensuring Internet connectivity and arranging transportation to and from the daily site
- reporting/resolution of any technical issues or missing materials
- ensuring that students are completing required assignments daily and submitting assignments on time
- assisting student with assignments, to the extent that they are comfortable doing so
- ensuring that students take advantage of all of the resources available to them to succeed in school
- communicating with Iowa Virtual Academy teachers when a concern or need presents itself

Every student has an expert teacher for each course. Teachers are state-certified in the subject area they teach, and may be assisted by partner teachers who are experts in a particular curriculum area. Teachers set due dates for assignments, and then grade, provide feedback, and return assignments to students. Teachers answer student questions via K-mail and phone, and hold weekly live content sessions during which students and parents can attend for more clarity on difficult topics. Teachers may occasionally provide one-on-one and small-group instruction to students who are experiencing difficulty with certain topics. Teachers

communicate directly with students and parents/mentors regarding the student's progress and missing/late assignments. Special Education teachers ensure that students with Individual Education Plans (IEPs) receive the accommodations and adaptations required to ensure their success and compliance with their IEP.

### **High School Grading Policies**

Graded activities in the Iowa Virtual Academy high school-level courses will be assigned points. A student's final grade will reflect the actual points earned, compared to the total points possible. Teachers will use these points to assign letter grades, according to their grading policies. Students and mentors can access the current grades for all courses by viewing their accounts in the LMS or the My Info area, at any time during the semester.

Students are responsible for their own work on unit tests and final exams. Students are not allowed to use notes, quizzes, or textbooks on unit tests and final exams, unless indicated in an IEP. Students are not allowed to share work with other students on unit tests or final exams. Unless otherwise noted, tests and quizzes are not "open-book" assignments. If a student does not complete his own work or shares his work with others on unit tests and/or final exams, he/she will not receive credit for the work. He/she faces the risk of suspension or expulsion from Iowa Virtual Charter Academy.

Students must cite sources in all assignments, tests and exams. Students will not receive credit for work that does not appropriately cite sources. If a student uses information from a source, but does not cite the source, the student will receive a zero for that assignment and may be suspended or expelled from Iowa Virtual Academy.

### **Academic Dishonesty Policy**

Academic integrity is highly valued at Iowa Virtual Academy. Incidents involving plagiarism and cheating are serious offenses that warrant immediate administrative attention. Students are required to submit original work. They are obligated to cite the sources of all references they use. See also Student Rights and Responsibilities Behavior Guidelines for additional information regarding this policy.

Non-citation infraction:

- 1st incident = grade of zero on assignment
- 2nd incident = grade of zero on assignment and administrative review.

Citation infraction

- 1st incident = counseling on correct use of citations
- 2nd incident = grade of zero on assignment
- 3rd incident = grade of zero on assignment and administrative review

Note: ***Turnitin.com*** is used to ensure plagiarism does not occur within assignments.

### **Evidence of Mastery**

Grades will be determined based on how students perform on teacher graded activities within each course. Graded activities may include:

- online or paper-based worksheets and practice sets
- quizzes
- exams (e.g. Unit, Semester, Final)



- threaded-discussions
- essays, research papers, and other writing assignments
- presentations

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the semester students can view their grades in the Student Progress Report. Your teachers, administrators and parents also have access to your grade information.

### Grading Scale:

<b>A</b>	<b>4.0</b>	<b>93-100%</b>	<b>C</b>	<b>2.0</b>	<b>73-76%</b>
<b>A-</b>	<b>3.7</b>	<b>90-92%</b>	<b>C-</b>	<b>1.7</b>	<b>70-72%</b>
<b>B+</b>	<b>3.3</b>	<b>87-89%</b>	<b>D+</b>	<b>1.3</b>	<b>67-69%</b>
<b>B</b>	<b>3.0</b>	<b>83-86%</b>	<b>D</b>	<b>1.0</b>	<b>63-66%</b>
<b>B-</b>	<b>2.7</b>	<b>80-82%</b>	<b>D-</b>	<b>0.7</b>	<b>60-62%</b>
<b>C+</b>	<b>2.3</b>	<b>77-79%</b>	<b>F</b>	<b>0.0</b>	<b>0-59</b>

### Credits

All students will be placed in 9th, 10th, 11th, or 12th grade using the credit scale below.

0-11.99 Credits – 9th Grade

12-23.99 Credits – 10th Grade

24-35.99 Credits – 11th Grade

36- 46 Credits – 12th Grade

### Graduation Requirements

In accordance with Iowa Revised School Code 380.1278a and b and Iowa Virtual Academy academic standards, all students must complete all course requirements. Please pay close attention to the new credit breakdown and where you need to earn credits.

### Course Requirements

6 Semesters – Math

8 Semesters – English

6 Semesters – Social Studies/History

6 Semesters – Science

13- Credits Electives

8 Semesters – Physical Education

1 Semester – Keyboarding

1 Credit - Fine Arts

1 Semester of Vocational Education

\*46 Credits Total

### Course Distribution:

Math 6 sem (to include Algebra I, Geometry, Algebra II, and fourth math course)

English 8 sem (to include Lac I, Lac II, American and World Lit )

Science 6 sem (to include Biology, Chemistry or Physics and an additional course)

Social Studies 6 sem (World History and Geography, US History and Geography, Government and Economics)

PE/Health 8 sem

Keyboarding	1 sem
Fine Arts	1 Credit
Vocational Ed	1 sem
Electives	13 Credits

### **Awarding of Extra Credit**

Extra credit is awarded at the discretion of the individual teacher. Teachers will post their extra credit policies and opportunities within their individual courses. Extra credit will not be awarded for completion of assigned work. Extra credit may be awarded for work above and beyond regularly assigned work.

### **Progress Updates**

Progress updates will be sent twice within the course of the semester. All students will receive the update via email. Students with a failing grade in a course will receive their information via e-mail and US Mail. The mailing date of these items will be posted within the LMS. Report cards will be sent at the end of each semester.

### **Determining Class Rank and Honor Roll**

Class rank is determined by rank ordering the cumulative grade point average of all students within a grade level. Students earning a semester grade point average of 3.25 or higher will be eligible for the Honor Roll.

The following values will be assigned to semester grades in each course:

<b>A</b>	<b>4.0</b>	<b>B-</b>	<b>2.7</b>	<b>D+</b>	<b>1.3</b>
<b>A-</b>	<b>3.7</b>	<b>C+</b>	<b>2.3</b>	<b>D</b>	<b>1.0</b>
<b>B+</b>	<b>3.3</b>	<b>C</b>	<b>2.0</b>	<b>D-</b>	<b>0.7</b>
<b>B</b>	<b>3.0</b>	<b>C-</b>	<b>1.7</b>	<b>F</b>	<b>0.0</b>

### **Late Work Policy**

Graded assignments—whether teacher or electronically scored—must be completed and submitted no later than midnight (Central Standard Time) on the Sunday after the due date. Zeros are entered as grades for every assignment not received by the Sunday deadline. Teacher-scored assignments and assessments are accepted up to 1 week after the Sunday deadline, but the grade will be reduced by 5% each day it is late. This grade will replace the zero in the grade-book.

In most cases, students can complete computer-scored assessments after the Sunday deadline. In some circumstances, however, teachers will lock some assignments to prevent late access to them. In most cases, teacher-scored assignments and assessments received two weeks after the due date will not be accepted or graded. Teachers are always willing to discuss the late submission of work past the above-listed deadlines. Please contact teachers directly to find out if this is an option.

Teachers will grant due date extensions on assignments under some circumstances. Never assume that teachers will automatically grant these requests. Due date extensions must be requested on a normal school day before the due date of the assignment. Requests received on or past the due date, or on a non-school day will most likely not be granted.

### **Diagnostic Assessments**

Iowa Virtual Academy utilizes a diagnostic assessment program throughout the year to determine the academic needs of our students. These assessments help you and your child's teacher understand how your child is learning and to watch his/her growth over the course of the year. It is our goal to provide your child with an individual learning plan designed specifically for your child.

All students in grades 3 through 6 will complete a diagnostic assessment at the beginning of the year or upon entering the school. This test is a computer adaptive test that will be given in your home. Your teacher will provide you with your child's login information. It is very easy to use. The results will go directly to your teacher. Your child will be directed to take diagnostic assessment through the Introduction to Online Learning Course. It is important that you do not help your child with the answers to the test. The purpose of the test is to provide your teacher with information on your child's strengths as well as areas that need additional focus this school year. If you assist in anyway the test will not be valid. If the test is not valid either we will have inaccurate information on your child's abilities and/or the test will be 'spoiled' automatically by the system and the student will need to complete the test again. Likewise if a student quickly moves through the questions without sufficiently reading them the test will likely spoil automatically. Please simply make sure your student finishes the test carefully and completely.

### **Communication (My Info and K-mail)**

Students and parents are able to contact their teachers through K-mail, an online communication system found on the On Line School's My Info area. K-mail allows internal documentation eliminating the use of e-mail for discussing student matters. It is safe and secure and should be used for all communications between parent, student and teacher. Traditional e-mail will only be used among staff, students and mentors/parents when K-mail does not permit communication between or among parties. It is expected that students and mentors/parents read their K-mail at least once a day. Critical information is sent via K-mail.

### **Family Directory**

Accessed through the OLS, this secure directory allows parents to find other parents by location, student grade levels, special interests and more. Parents may search by name and other information in a parent profile. The new directory is automatically updated as a parent's status changes, such as if a parent has changed location or an e-mail address. There is an online opt-in/out capability on the OLS. Parents can easily include or exclude themselves from the directory.

### **Iowa Virtual Academy Special Interest Student Clubs**

Student Clubs will be offered to all students, in order to enhance their complete educational experience at Iowa Virtual Academy. Clubs facilitate student socialization, community and in some cases, service. Clubs will be sponsored by Iowa Virtual Academy teachers who will

welcome parent participation, as well. Teachers will provide a more detailed list along with contact information, as the school year progresses. More clubs may be added as interests arise. Suggestions are always welcomed. Any materials or supplies (outside of supplied curriculum) needed for the clubs are the responsibility of the family- neither K12 nor Iowa Virtual Academy will provide these materials or supplies

### **Iowa Virtual Academy Gatherings**

Iowa Virtual Academy teachers arrange a variety of special gatherings for students and families on a monthly basis. Attendance is not required. However, these special gatherings provide wonderful opportunities to meet teachers, make new friends, and to talk with fellow parents about school. Parents are responsible for the cost of transportation and any other fees. The fees are often negotiated and reduced for our school. Time spent on a field trip counts as attendance in the related subject. For example, a trip to a science museum can count as attendance time in science. All gatherings/notices are posted on the School Community Board and/or the online calendar of events. Any student may attend any outing he or she wishes by submitting an RSVP, if required, to the teacher listed in the outing information. Parents, or adults who they specify, are responsible for supervising children at all times during an outing. Siblings and friends are welcome to attend as well.

All students are expected to wear clothing that is appropriate for school. Clothing that distracts students, disrupts the educational process or poses a health or safety threat to anyone is not acceptable in our school. Parents may contact the school if further information is needed. All attending children must bring a signed (by parent/guardian) and completed Liability Release Agreement

The Board recognizes that students attending Iowa Virtual Academy gatherings may require medication for various reasons. Parents and guardians shall be encouraged to administer medications outside the hours of school gatherings. Parents and guardians shall assume full responsibility for the care of this part of their child's health.

### **Acceptable Use Guidelines**

This document describes the policies and guidelines for the use of the Iowa Virtual Academy program and exists to ensure that all Iowa Virtual Academy students are aware of, and understand their responsibilities when accessing and using Iowa Virtual Academy resources. Iowa Virtual Academy reserves the right to update or to alter this agreement at any time. Such revisions may substantially alter access to Iowa Virtual Academy instructional computing resources. Iowa Virtual Academy instructional computing resources include any computer, software or transmission system that is owned, operated or leased by Iowa Virtual Academy.

As a parent or guardian of a student enrolled in Iowa Virtual Academy, you should be aware of the following guidelines and expectations. Any activity that is not listed here which constitutes a violation of local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines. Failure to follow these guidelines could result in

removal of your access to Iowa Virtual Academy instructional computing resources, which could result in your inability to complete learning activities:

### **Accountability**

Posting anonymous messages is not permitted unless authorized by the teacher of the online course. Impersonating another person is also strictly prohibited. Use only your own user name and password, but do not share these with anyone.

Do not interfere with other users' ability to access Iowa Virtual Academy's Online School or Virtual High School or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password. Change your password(s) frequently, at least once per semester or course. Do not publicly post your personal contact information (address and phone number) or anyone else's. Do not publicly post any messages that were sent to you privately. Do not download, transmit or post material that is intended for personal gain or profit, non-Iowa Virtual Academy commercial activities, non-Iowa Virtual Academy product advertising, or political lobbying on an Iowa Virtual Academy-owned instructional computing resource. Do not use Iowa Virtual Academy instructional computing resources to sell or to purchase any illegal items or substances. Do not upload or post any software that is not specifically required and approved for your assignments on Iowa Virtual Academy's instructional computing resources. Do not post any MP3 files, compressed video, or other non-instructional files to any Iowa Virtual Academy server.

### **Student Internet Safety**

Do not reveal on the Internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of Iowa Virtual Academy. Do not agree to meet in person, anyone you have met only on the Internet and who is not affiliated with Iowa Virtual Academy.

### **Network Etiquette**

At Virtual Academy, parents and students are expected to follow the rules of network etiquette, or "netiquette." The word netiquette refers to common-sense guidelines for conversing with others online. Please abide by these standards. Avoid sarcasm, jargon, and slang. Swear words are unacceptable. 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. Don't broadcast online discussions, and never reveal other people's e-mail addresses.

### **Academic Integrity**

All work submitted is assumed to have been completed by you. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied upon in the

composition of their work. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit, revoked access to course(s) and suspension or expulsion from Iowa Virtual Academy.

### **Use of Copyrighted Materials**

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by, or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using Iowa Virtual Academy computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

### **Plagiarism**

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

- copying or rephrasing another student's work
- having someone else write an assignment or rephrase any part of an assignment (not just proofread it)
- directly copying student aids (for example, Cliff's Notes), critical sources, or reference materials in part or in whole without acknowledgment
- indirect reproduction of student aids, such as Cliff's Notes, Cole Notes, critical sources, or reference materials by rephrasing ideas borrowed from them without acknowledgment

### **Source Citation**

Many courses require written work in which you will need to cite sources. Any direct quotations from your 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 you are citing information found on a website, provide the complete web page or site title, URL, author (if known), page number (if applicable), and publication date of the site (if available).

### **Appropriate Use of Technology**

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

### **Iowa Virtual Academy Indemnification Provision**

Iowa Virtual Academy assumes no responsibility for information obtained via the Internet which may be illegal, defamatory, inaccurate or offensive. Iowa Virtual Academy assumes no

responsibility for any claims, losses, damages, costs or other obligations arising from the use of instructional computing resources. Iowa Virtual Academy also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement accessible on the computer network or the Internet is understood to be the author's individual point of view and not that of Iowa Virtual Academy, its affiliates or its employees. Iowa Virtual Academy assumes no responsibility for damages to the user's computer system. Nothing in this policy negates any obligation the student and parent have to use the instructional computing resources as required in the Use of Instructional Property Agreement ("Agreement") the parent or guardian signed as part of the student's enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

### **Confidential Communications of Students**

Some oral or written communications between students and school personnel are confidential. Information that is expressed as confidential or received in confidence by a staff member from a student may be revealed to, or by the head of school or other appropriate authority, including law enforcement personnel, when the health, welfare or safety of the student or other persons is clearly in jeopardy.

### **Using Elluminate Live! (Blackboard Collaborate)**

Elluminate Live offers tech support at the following web address:

[www.illuminate.com/support/](http://www.illuminate.com/support/). Using the Help Desk and the Technical Support features will provide answers to the more common computer setup issues. If you have searched the site and did not find the answer to your computer issue, please call Elluminate Live! tech support at 866-388-8674 and choose option 2. K12 also offers Elluminate Live! tech support (see School Directory). Parents should always sign in using their first name and last initial always. Students should

- arrive promptly at the scheduled time for the Elluminate session.
- wait for whiteboard and microphone privileges which will be assigned at the discretion of the teacher.
- only communicate regarding direct content of the lesson
- be respectful and courteous towards others at all times
- always participate and engage in the session (stepping away without the teacher's approval will count as an absence)
- log in to each session individually

Please bear in mind that individual teachers may have expectations that are specific to their classrooms. Parents should remove their child from an Elluminate Live! if the student displays offensive behavior or is ill. If you must remove your child from an Elluminate Live! session, please contact the teacher to discuss the situation.

Parents should keep comments and questions specific to the lesson. Contact your child's teacher about other concerns by phone, e-mail or in person during office hours. Because the lessons are student-centered, only students should be using the microphones during the sessions. Please refrain from coaching your child during Elluminate Live! sessions. The goal of this instructional time is for your child to become an independent learner and critical thinker.

## **I Understand and Agree**

By signing the Signature Page found at the end of this handbook, parents confirm that they understand and agree to the contents of this page. Please initial each statement. The purpose of this section is to set expectations for Iowa Virtual Academy parents. Students' success is a primary goal of Iowa Virtual Academy and that can only be achieved if you, the parent, are successful. Therefore, it is important that parents of Iowa Virtual Academy children understand and agree with the following curricular and attendance requirements:

\_\_\_\_\_ I understand that my student is enrolled in a public school with attendance requirements that I am expected to meet. The state requirement is between 5.5 hours per day depending on my child's grade level. Students in grades K-12 must complete 180 school days of instruction during the course of the school year.

\_\_\_\_\_ I accept the responsibility to supervise my student in using the K12 curriculum, and I understand that I am expected to become knowledgeable about it. Any other work accomplished by the student is supplemental to, and does not take the place of, the K12 curriculum lessons. Iowa Virtual Academy does not consider it acceptable to leave a student home alone or unsupervised all day to complete coursework.

\_\_\_\_\_ I understand and agree that student progress is an expected part of the Iowa Virtual Academy program, in addition to the hours logged. Teachers review progress and consider other factors including parental input, when making student advancement decisions. Promotion is based on progress, not simply attendance.

\_\_\_\_\_ I understand and agree that I am expected to follow the guidance and support of a certified teacher in implementing the Iowa Virtual Academy program with my student.

\_\_\_\_\_ I understand and agree that I am expected to participate in scheduled interactions with my student's teacher, and that I must submit work assignments as stated in program requirements.

\_\_\_\_\_ I understand and agree that, as a public school, Iowa Virtual Academy students are required to participate in state standardized testing. My child is expected to participate fully in the testing at his or her grade level.

\_\_\_\_\_ I understand and agree that my child is expected to participate in all diagnostic assessments, as well as any other testing mandated by the school for his/her particular grade level

\_\_\_\_\_ I understand and agree that it is my responsibility to secure an Internet Service Provider, and that I am reimbursed according to the school policy as described in this handbook.



\_\_\_\_\_I understand and agree that Iowa Virtual Academy is a full-time public school program, and that my child may not be enrolled in any other full-time or part-time public or private school.

\_\_\_\_\_I read and understand Iowa Virtual Academy policy for all addressed topics found in the Iowa Virtual Charter Academy Handbook/Student Code of Conduct.

We have read and reviewed the Iowa Virtual Academy’s Handbook including the “I understand” statements and FERPA guidelines. In signing, we indicate an awareness and understanding of the school practices and procedures set forth herein.

Student’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Sign and return this signature page to your teacher.