

**ONLINE SCHOOL OF
ARIZONA**

2023–2024

Online School of Arizona

Student and Parent

Handbook



Dear Student and Parent/Guardian,

Welcome to Online School of Arizona. We hope this handbook is helpful to you and gives you a good understanding of our mission and vision. Please review the contents and then keep the handbook accessible for future reference.

Online School of Arizona is a public charter school serving grades 9 through 12, for Arizona residents aged 15 to 21. We offer a modern and innovative learning program that will provide the highest quality education through an innovative, safe, online education with support from our teachers, relationship managers, and school leaders. Our program is designed to meet a wide range of demands as well as the individual needs and circumstances of today's students.

Coursework will be presented based on a student's learning styles. We offer multiple options for each course, for example, we have five different Algebra I courses all presented matching students' learning style. Another unique feature of our program is the pretest given at the beginning of each lesson. Based on the pretest results, the content students have mastered is removed from the lesson. This allows the student to move rapidly through the course by not having to redo mastered course content.

Students in our program engage in an educational curriculum that will provide graduates with a high school diploma and a career and technical training. Through online instruction supported by in-person learning centers, communication by telephone, virtual meetings, and messaging with teachers, students will be in contact virtually or in-person at OSA's Learning Centers, which are located in Glendale and Tucson.

Students learn the importance of employability skills, using them as the conduit for learning all core academic subjects. Staff members actively engage students in learning and promote mastery of core academic areas while introducing students to elective courses in the Career and Technical Education field.

Online School of Arizona is excited to offer an exceptional education to Arizona students. We are committed to enabling students to be prepared for life's next steps of college or career. OSA looks forward to collaborating with you to ensure success.

Sincerely,

Online School of Arizona

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Mission and Vision Statement

Mission

By providing an innovative, alternative option for at-risk students, We Inspire Hope! By reigniting our students' hope for a brighter future and providing a positive learning environment with professionals who support each student's educational goals, we meet each student's individual learning needs to maximize opportunities for success.

Vision

Online School of Arizona provides an alternative, safe, and positive learning environment which offers an individualized learning platform for each at-risk student while providing work and study opportunities relevant to each student's future success.

Admission Policies

Admission is not limited based upon ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability. There is no tuition or fees charged for attending Online School of Arizona.

OSA will admit all eligible students who submit an enrollment application, as space allows. OSA will give enrollment preference to students returning to the school, to siblings of students already enrolled in the school, and to children of employees and school board members of the school.

If the number of applicants exceeds the capacity of a program, class, or grade level, all applicants for that program, class, or grade level, will be selected for the available slots through lottery selection process; except that preference shall be given to siblings of students enrolled. After the application deadline, pupils for any remaining slots or for a waiting list will be accepted in chronological order per A.R.S. §15- 184(A)-(D).

Required Enrollment Documents

- Registration Form
- Birth Certificate – (or other proof of the pupil's identity and age including the pupil's baptismal certificate, an application for a social security number or original school registration records and an affidavit explaining the inability to provide a copy of the birth certificate). This documentation is required within 30 days of enrollment.
- Arizona Residency Documentation Form- Must be the same as the address on the registration form, including a copy of residency document, such as a gas or electric bill

Other Requested Documents

Note these documents are not required for consideration of enrollment, but necessary to ensure the student receives proper services.

- Most recent report card

- Special Education records such as an Individual Education Plan or 504 plan (if applicable)
- Transcript (high school or if enrolling student has taken courses high school credit)
- Discipline records
- Attendance records
- Legal guardian or custody papers (if applicable)
- Individual Language Learning Plan (if applicable)
- Withdrawal form from previous school – if available.
- Immunization Record – (or signed statement re: exemption pursuant to A.R.S. § 15-873)

Release of Records

Upon enrolling, a signed records release request will be sent to the student's previous school. Transcripts and previous school records will be used to determine a student's course placement and graduation plan. For middle school students, previous school records will be used to help determine how we can best assist the student in reaching their academic potential.

Homeless Education Policy

This policy is intended to be in direct compliance with the Arizona Revised Statutes, Arizona Administrative Code and McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (the Act) and should be read as consistent with those documents. The term "homeless students" means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory students who qualify as homeless because the children are living in circumstances described above.
- The term "unaccompanied youth" includes a youth who is not in the physical custody of a parent or legal guardian.

Students protected under the McKinney-Vento Act are entitled to immediate enrollment in school, even if they do not have the required documents for registration (e.g. proof of residency, school records, immunization records or birth certificate). Our Homeless and Foster Care Liaison will also reach out to your family for additional help and support through this time.

Homeless & Foster Care Liaison – 602-410-2312

Custody

In most cases, natural parents shall be given reasonable access to their children at school and to their children's educational records. Exceptions to this will be made in cases where there are court orders restricting the rights of a parent to access a child and/or the child's educational records. It shall be the responsibility of the natural parent who has a court order restricting the rights of the other (non- custodial) parent to a child or the child's educational records to notify school officials of the conditions of the court order and to provide school officials with a current copy of the court order.

In cases in which a person other than the natural parent has been granted guardianship, the rights and privileges of the natural parent shall be considered divested, in the absence of court action granting the natural parents specific rights. In cases of guardianship, the legal guardian shall be responsible for notifying school officials of the conditions of the guardianship and for providing school officials with all pertinent written documentation or changes.

Attendance

It is important for every student to attend and/or be in class every scheduled school day. Being absent from school has long-term, negative effects on students, such as lower achievement and graduation rates. Regular student attendance, during the online courses is an important ingredient in your students' academic success. Excessive absences hinder students' progress in mastering the knowledge and skills necessary to graduate from high school and thus be successful in college or a career. OSA asks students to record approximately 30 hours per week of online instruction or in person tutorial assistance at one of our learning centers.

Attendance hours include the following:

- Attending in-person facilitated instruction at an OSA learning center
- Reading books or other instructional materials related to coursework both on and offline Submitting gradable items
- Attending online instruction, activities, and completing required assignments
- Writing papers, essays, stories, or other assignments, including discussion posts for classroom participation
- Conducting research (online or other methods)
- Communicating with faculty and staff

OSA reports weekly attendance to the state, beginning with the first day of our school year. If a student can only attend school for 25 hours during a week, he or she is behind five hours for that week. Students should try to stay consistent in their weekly schooling hours, but flexibility does exist for our families as long as students maintain at least the average attendance hours.

OSA students will be assigned one course and asked to complete the coursework in twenty one (21) days. Or if a student wishes to facilitate her/his learning by taking more than one course or any courses up six courses per semester. Additionally, OSA students are encouraged to take additional electives in a Career and Technical area.

Truancy/Unexcused Absences

Truancy

Per A.R.S. §15-807, Online School of Arizona shall notify the custodial parent/guardian via email, phone, or text message should the student not participate in the recommended hours of instruction. Student participation is required to successfully complete the Arizona mandatory curriculum.

Excused and Unexcused Absences

The school board defines an excused absence as being an absence due to illness, doctor appointment, bereavement, family emergencies and out-of-school suspensions not to exceed 10 instructional days scheduled for the school year. Online School of Arizona also permits a student to be excused for religious purposes, not to exceed one school week. Should the absence be due to religious purposes, the legal guardian will be asked to provide written consent.

If an absence occurs relating to any other term or condition that is not specifically designated herein, the absence shall be counted as unexcused. Students absent for ten consecutive school days, except for excused absences identified herein, shall be withdrawn from the school, pursuant to A.R.S. §15-901 (A)(2).

Chronic Illness/Extended Inability to Participate

Students with chronic health problems, who are unable to attend regular classes for intermittent periods of one or more consecutive days because of illness, disease, pregnancy complications, or accident as certified by a health professional, may be excused from school. All exceptions must be certified by an appropriate health professional and will be reviewed on an individual basis per A.R.S. §15-346. Please email the school for the appropriate forms if your child's attendance is affected by a chronic health problem.

Academics

The Curriculum

Online School of Arizona offers a comprehensive set of courses to prepare our students for college and life skills. Our interactive interface allows students to navigate through the course material and activities with ease while providing a rigorous educational program. Daily activities include a variety of exercises, videos, reading assignments, quizzes, daily classroom discussions, and weekly papers/projects/science labs, and interaction with teachers.

Assessments

Assessments are used as a diagnostic tool to monitor the progress of a student. They are key indicators of mastery of the Arizona Learning Standards and academic progress through the enrolled courses.

NWEA MAP Growth

Online School of Arizona (OSA) uses Northwest Evaluation Association, Measures of Academic Progress (MAP) Growth Test to measure what students already know and information for what they are ready to learn next. The MAP Growth assessment most accurately measures academic performance to help teachers teach, make adjustments in instruction, and provide the best learning experience for our students. OSA's learning management system filters content students already know and only provides students to learn new content.

State Assessment Requirements

The Arizona Department of Education (ADE) requires students to complete the AzM2 state standardized assessment, which is aligned to state standards. Online School of Arizona provides notification of testing dates and locations through email and communication sent home directly. Instructors proctor the tests on dates specified by the ADE. All students must participate in the state assessment or take a make-up test if absent during the testing dates.

Grade Level/Cohort Determination

Online School of Arizona places students in the appropriate grade level based on prior school information, transcript evaluation, and cohort year. Cohort year is defined as the student's grade level based on the first day they enrolled in high school and started grade 9. Students with international transcripts may be entered as a first-time freshman cohort. Entering home-schooled students who cannot provide a transcript from an accredited home school program will be evaluated by an evaluation assessment to determine grade level proficiency.

Awarding Transfer Credit

Online School of Arizona shall accept credits earned by students in courses or instructional programs from any Arizona charter school or Arizona school district documented on an official transcript schools, non-accredited schools, and international transcripts. Credits may be awarded pending a review by school administration.

Grading Scale

Grades are determined by student performance on teacher-graded activities, computer-graded assignments, quizzes, exams within each course. Students may view their grade for each assignment through their grade book per course, found in the Learning Management System – SchoolsPLP. The grading scale is as follows: ***Grade Point Average***

Cumulative grade point average (GPA) is based on all courses taken for high school graduation using the following policies:

- Plus, and minus scores are given and averaged for the GPA total.
- Any passing grades that have been replaced by a higher grade, the higher grade will be placed on the transcript. The higher grade will be included in the Cumulative GPA total.

Promotion

The promotion (advancing to the next grade) of students enrolled with Online School of Arizona is based on the degree of success the individual. Grade percentages and GPA, 4.0 grade system are as follows:

<u>Letter Grade</u>	<u>Percentages</u>	<u>4.0 Scale</u>
A	100% to 93%	4.0
A-	92% to 90%	3.7
B+	89% to 87%	3.3
B	86% to 84%	3.0
B -	83% to 80%	2.7
C+	79% to 77%	2.3
C	76% to 74%	2.0
C-	73% to 70%	1.7
D+	69% to 67%	1.3
D	66% to 64%	1.0
D-	63% to 60%	1.0
F	59% to 50%	0.0

State Graduation Requirement

Pursuant to A.R.S. §15-701.01(A)(2), all high school students must pass a Civics exam with a score of 60% or higher to be eligible for high graduation and complete CPR (Cardio Pulmonary Resuscitation) instruction pursuant to A.R.S. 15-718.01, to be eligible for high graduation.

Graduation Requirements

Students who complete the following requirements successfully will be eligible to receive an Online School of Arizona high school diploma:

English 4 credits

Math 4 credits

Algebra I 1 credit

Geometry 1 credit

Algebra II 1 credit

Math 4th year 1 credit

Science 3 credits

<u>Social Studies</u>	<u>3 credits</u>
American Hst	1 credit
Geography	.5 credit
World Hst	.5 credit
Government	.5 credit
Economics	.5 credit
Health	.5 credit
Physical Ed	.5 credit
Career Ed/Art	1 credit
Career Electives	4 credits
Civics Test	Pass (per house bill 2064)
CPR Required	Pass

- **English** (4 credits) – This requirement will be met by completing the following courses or courses that are equivalent to: English 9A, English 9B, English 10A, English 10B, English 11A, English 11B, English 12A and English 12B. Some English Language Development (ELD) courses may meet English requirements for graduation.
- **Math** alternatives for the 4th year Math requirement – Qualifying students may complete a personal curriculum math plan. Students receiving a personal math plan must complete one credit in mathematics that includes math content during their senior year. This requirement may be met by completing 1 credit of the following Online School of Arizona courses: Advanced Math A - Trigonometry, Advanced Math B, Pre-Calculus, Business Math A, Business Math B, or any math course transferred from another accredited high school that contains high school math content.
- **Science** (3 credits) – This requirement will be met by earning three credits in science, one of which must be Biology or a Life Science.

Early Graduation

Students who meet graduation requirements before the final term of the school year will receive their diploma via mail or by picking it up at an OSA site. If the student so chooses, they may attend the end of the school year graduation ceremony and receive their diploma at commencement. Students that do not attend the ceremony will have their diploma mailed to the contact address on file, or they may pick it up during office hours.

Education and Career Action Plan (ECAP) Requirement

Arizona Administrative Code R7-2-302.05 establishes and requires an Education and Career Action Plan (ECAP) to be completed for every student in grades 9–12. An ECAP reflects a student’s current plan of coursework, career aspirations, and extended learning opportunities to develop the student’s personalized academic and career goals. Throughout all four years of high school, students will work toward reaching their academic and career goals by creating, following, and updating a four-year plan, exploring various careers and skills, researching different education and career pathways. The ECAP is developed, reviewed, and updated annually by school administration, students, parents/guardians, as well as school representatives.

Accelerated Course Completion

Students may take additional courses beyond the standard number allowed per term under the following guidelines and with approval from a guidance counselor. The following guidelines will be considered:

- Student has completed at least one term with Online School of Arizona student progress toward graduation

- Academic progress in previous courses
- Parent/Guardian input

High School Credit for College/University

Online School of Arizona gives core or elective credits for college courses pursuant to A.R.S. 15-507.01. Upon receipt of an official transcript from the college or university, administration reviews the course description from the college/university and determines whether the course merits a core or elective credit and is based on course content equivalency. Each three (3) or four (4) credit-hour college course will be awarded one-half (.5) high school credit. Any five (5) credit-hour college course may be awarded up to one (1.0) high school credit. For additional information, please contact administration.

Academic Integrity and Plagiarism

As members of the Online School of Arizona community, all students are expected to conduct themselves with honor and academic integrity. All students will follow appropriate citation guidelines to ensure that proper credit is given to the authors or creators of any work used. Under no circumstances will a student be permitted to cheat or plagiarize.

Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged unless the information is common knowledge. What is considered “common knowledge” may differ from course to course. Sources may include, but are not limited to, the World Wide Web, books, articles, and media presentations and recordings. Requirements for citing material are as follows: A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures or photos without citing the exact source in the body of the assignment. This includes the following examples:

- Directly quoting another person’s actual words, whether oral or written
- Using another person’s ideas, opinions, or theories
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written; Borrowing facts, statistics, or illustrative material
- Offering materials assembled or collected by others in the form of projects or collections

Cheating involves submitting work in an assignment or exam that is not your own. It can include the following: Copying someone else’s work, allowing someone else to copy your work, having someone else complete your work for you, using unauthorized materials to help you complete your work, accessing social media sites on the internet to help you complete your work.

If a student is found to have plagiarized or cheated, the following discipline measures may be taken, depending on the severity and frequency of the occurrence.

- Required to attend synchronous sessions to learn how to cite sources properly
- No credit for the assignment
- Parent/Teacher conference
- Parent/Teacher/Administration conference

Student Learning Expectations

Parents/Students

The influence of the parent/guardian is extremely powerful. The more parents/guardians understand how to navigate our system and hold students accountable, the more opportunity the student has to be successful at Online School of Arizona. Items such as up-to-date telephone numbers and email addresses will help us greatly in our collective efforts to support your student’s academic success. Reviewing student work and providing guidance and feedback can be a huge benefit.

With your support and OSA's academic teams providing academic support, parents/guardians are able to focus on being motivators and guides for their students to help them achieve academic excellence.

Communication

Communication between students, families, teachers, and school staff is a key component to academic success. Students are expected to communicate frequently with their teachers and other school staff. The more school staff is informed of the student's progress and any possible interruptions in learning, the better prepared they are to support the positive learning outcomes for students.

Exams

Exams provide the opportunity for summative assessment of each unit. Students are expected to complete each exam with academic integrity. Students may request to retake an exam or, may be asked by their teacher to retake an exam, if the student's learning could be extended if a second opportunity were provided.

Projects

Projects provide the opportunity for students to demonstrate their understanding of course content through their own words. As such, projects are a critical component of the online learning process.

Repeating Courses

Students will repeat any course required for graduation in which they previously earned a failing grade. Once a final passing grade is posted, the new course will be entered on the transcript, and the GPA will be calculated using the passing grade. Students may submit a request to the school administration to retake a course to improve the grade. If the request is approved and an improved grade is posted, the improved grade will be entered and calculated into the GPA.

Student Special Program Services

Child Find

Online School of Arizona ensures that all children with disabilities enrolled in the school or presenting for enrollment, including children with disabilities or those who are homeless, wards of the state, or student of a migratory family regardless of the severity of their disability, who may be in need of additional and/or related services are identified, located, and evaluated.

In compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, the OSA is required to provide a free and appropriate public education (FAPE) for all students with disabilities who enroll in the school. All new students will be screened within 45 calendar days of their initial enrollment. The teacher will complete the screening after reviewing the student's abilities in the areas of vision and hearing, cognitive or academic, communication, motor, social or behavioral, and adaptive development. If any concerns are noted, the student will be referred for additional support. As a parent and you suspect your child has a disability or is in need of additional assistance, please contact your teacher.

Special Education Services

Online School of Arizona makes available special education and related services to all eligible students. Our teachers are trained to teach to diverse learning styles and ability levels. OSA believes in close collaboration between staff, general education teachers, special education teachers, and parents. For more information about our special education programs, please contact the school.

Procedural Safeguards

Parents of a student with a disability (or suspected of having a disability) are entitled to a Procedural Safeguards Notice, which explains the rights of the parent and Student to ensure they are protected through the special education process. A copy of the procedural safeguards notice is offered to parents once annually and in specific instances; however, copies are always available by contacting the principal at the Online School of Arizona.

Evaluation

A special education evaluation will be considered whenever the school suspects that the student may have a disability. Before the evaluation can be conducted, informed parental consent is required. OSA may contract with private specialists to provide needed services for students requiring related services. Services include but are not limited to school psychologist, speech therapy, and occupational therapy. Results from the evaluation will then be shared with the Multidisciplinary Evaluation Team (MET), which consists of the student's parents, classroom teacher, psychologist, special education teacher, and any other needed personnel (i.e., speech therapist, occupational therapist, etc.). The results of the evaluation determine a student's eligibility for special education services, but do not automatically qualify a student for these services. The IDEA sets out the rules and regulations regarding eligibility and the determination of whether a student qualifies for special education services. By law, Online School of Arizona must follow these rules and regulations.

Individualized Education Plan (IEP)

If it is determined by the MET that the student qualifies for special education services under the definition and guidelines of the IDEA, an Individualized Education Plan (IEP) will be written for the student, setting out specific goals, accommodations, services, and placement. The IEP must be reviewed at least annually or at the request of an IEP team member.

Section 504 Services

The Section 504 regulations require schools to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is enrolled in the school, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

If the student has a medical or mental condition that interferes with his/her working and learning, a 504 plan may be created to assist the student with her/her day-to-date learning challenges. The plan gives the school the ability to apply accommodations that a regular education student may not be able to apply. Possible disabilities that can be accommodated by a 504 plan are allergies, ADHD, cancer, epilepsy, eating disorder, diabetes, juvenile arthritis, vision impairment, hearing impairment, bi-polar, residual effects of an injury.

In compliance with Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with disabilities, shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program or activity of Online School of Arizona.

Section 504 Grievance Procedure

Any person who believes she or he has been subjected to discrimination on the basis of disability by a student, staff member, or third party may file a grievance under this procedure. Examples of disability discrimination can include, but are not limited to, disability-based harassment; limiting or denying a qualified individual with a disability in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving an aid, benefit, or service; treating a student differently on the basis of disability; denying a student with a disability a free and appropriate education; and failing to make modifications of "policies, practices, or procedures" when such modification is necessary to accommodate individuals with disabilities. Online School of Arizona prohibits retaliation against anyone who files a grievance or cooperates in the investigation of a grievance.

A complaint should be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought. If the complainant is unable to put the complaint in writing; the school shall provide reasonable accommodations to assist the complainant with submission of his/her complaint.

The principal (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint, including the opportunity to present witnesses. The principal will maintain the files and records of the school relating to such grievances.

The principal (or her/his designee) will issue a written decision on the grievance no later than thirty school days after its filing, unless extenuating circumstances require an extension of the 30-day timeline. In such a case, the principal (or her/his designee) will communicate with the parties concerning the need for an extension.

The person filing the grievance may appeal the decision of the principal (or her/his designee) by writing to the school board within fifteen calendar days of receiving the principal decision. The school board shall issue a written decision in response to the appeal no later than thirty school days after its filing.

The school shall maintain confidentiality as required by the Family Educational Rights and Privacy Act (FERPA) throughout the investigation of the grievance. The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Education, Office for Civil Rights.

The school will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, providing a scribe for submission of the complaint, or assuring a barrier-free location for the proceedings. The Principal will be responsible for making such arrangements.

English Language Learners (ELL)

Arizona law requires that children with a home language other than English be assessed using the Arizona English Language Learner Assessment (AZELLA) for proficiency in oral language, reading comprehension, and written communication. Following parent/guardian notification, students who are identified as limited English proficient may receive various forms of instructional support focused on English acquisition. Valor Preparatory Academy of Arizona offers an English Language Learning Program to serve students who need assistance in learning English. Full inclusion of English Language Learners is practiced.

Manifestation Determination

In the circumstance where there is a discipline concern that will result in action taken by the school, including, but not limited to, suspension and expulsion, with a student that qualifies for special education or 504 Plan, the special education teacher will hold a manifestation of determination meeting with the appropriate IEP team members in attendance. When there is an attendance concern with a student that qualifies for special education, the IEP or 504 team will meet to determine if the services in place are appropriate for FAPE and if the student's disability is a barrier. If the team determines that the services are appropriate and the disability is not a barrier, the team will conclude the meeting with a prior written notice and follow the school process.

Student Health and Safety

Video Surveillance

The school authorizes the use of video cameras on school property to ensure the health, welfare, and safety of all staff, students and visitors to the school, and to safeguard school facilities and equipment. Video cameras may be used in locations deemed appropriate by the principal. The school shall comply with all applicable state and federal laws related to record maintenance and retention.

Mandatory Reporting

The law does not recognize confidentiality between a student and school personnel. The Arizona mandatory reporting law A.R.S §13-3620 requires that school personnel or any person who has responsibility for the care or treatment of a minor, who reasonably believes that a minor has been the victim of physical injury, abuse, child abuse, a reportable offense, or neglect shall immediately report or cause a report to be made of this information.

Diabetes Policy

In accordance with A.R.S §15-344.01, the management of students with diabetes in the classroom, on School grounds and at school-sponsored activities shall be in compliance with this policy. Students attending OSA with diabetes shall have a Diabetes Medical Management Plan (DMMP) on file with the School and the DMMP shall be updated and submitted annually. The DMMP will be provided by the Parent or Guardian be signed by the appropriately licensed health professional, nurse practitioner or pharmacist, authorize the student to carry appropriate medications and monitoring equipment. List the medications, monitoring equipment, and nutritional needs that are medically appropriate for the student to self-administer and that have been prescribed or authorized for the student.

Student Self-Administration of Medication

When on an Online School of Arizona's physical campus or school-sponsored event off-campus, students are to take extraordinary precautions to ensure that any medication or equipment is secure and shall never make the medication and/or equipment available to another student. The student shall immediately report to school administration any theft or loss of the medication and/or equipment brought to the school. Students are required to practice proper safety precautions for the handling and disposal of the equipment and medications authorized under the DMMP. Medication must come in the prescription container as provided by the physician and/or pharmacy.

Standards of Conduct, Expectations, and Procedures

Online School of Arizona always expected to treat each other with respect and dignity. Students, whether in writing, on the phone, or in-person, are expected to interact with staff, teachers, and other students respectfully. No one is permitted to interfere with the learning process at any time.

Online School of Arizona embraces that students are afforded many basic rights. Students' basic rights include the right to a meaningful educational experience. While we strive to provide a school experience that fosters a learning environment that is safe and that values students' viewpoints, opinions, and unique needs and characteristics, students must also demonstrate a commitment to honoring the rights of all members of our school system. To that end, students must balance their right to an education with their responsibility for their actions, particularly when their actions are inappropriate. Interference with learning may include, but is not limited to, lewd or vulgar use of language, threats or intimidation, plagiarism or cheating, use of alcohol, drugs, and tobacco, including e-cigarettes and/or vapor, are prohibited at all school events by staff and students.

If a student has demonstrated inappropriate behavior, the following discipline measures may be taken, depending on the severity and frequency of the occurrence. parent/teacher conference, parent/teacher/administration conference school/community service, suspension, long-term suspension, expulsion.

Student Dress Code

OSA strives to provide students an opportunity to learn in a positive educational environment that reflects students' confidence and pride in their school and self. The school believes that the dress code should reflect the typical expectations of a "casual dress" work environment.

Equal Educational Opportunity

Federal and state laws prohibit discrimination on the basis of race, color, national origin, gender, age, religion, or disability. Valor Preparatory Academy of Arizona provides nondiscriminatory learning and work environment ensuring that all students and staff are free from unlawful discrimination. A lack of English language skills will not be a barrier to admission and participation in the education programs of the school. This commitment extends to all school programs and school-sponsored events. In the event a student experiences discrimination, the student should report the incident to the school administration within ten school days. The inability of a student or legal guardian to speak English should not prevent the reporting of the violation. Every reasonable measure to interpret a non-English speaker's concerns will be taken.

Procedures for Filing Complaints

Any person who believes he/she has been the subject of or is a witness to discrimination or harassment shall immediately notify any teacher, office personnel, or school administration. Complaints that cannot be reported immediately must be reported within ten school days. The school employee receiving the report or complaint, or who personally witnesses discrimination or harassment, shall immediately inform the school administration.

Procedures for Investigation of the Report/Complaint

School administration will investigate the incident personally or designate another school employee to conduct the investigation. The alleged victim or witness will be required to complete a written form all information relevant to the complaint, including a description of the conduct alleged (i.e., specific words, statements, or actions), names of perpetrator and victim, places, times, and other witnesses. The school shall contact an outside agency (i.e., Department of Child Safety or law enforcement) as required by statute or when otherwise deemed appropriate during the investigation.

Investigative Findings

In all cases, regardless of whether a violation of school policy is found, or a complainant no longer wishes to pursue his/her complaint, the investigation shall conclude with a written investigation report. The report shall include findings, conclusions and any possible recommendations, including any discipline referral resulting from the alleged conduct, to be prepared by the individual who conducts the investigation. The report shall be drafted as soon as possible after the investigation is closed. Both parties shall be notified of the outcome of the investigation, in accordance with the Family Educational Rights and Privacy Act (FERPA).

Bullying/Cyber-Bullying/Harassment

Online School of Arizona and its school board are committed to providing all students with a safe school environment where everyone is treated with respect. Students have a right to be free from any form of bullying. Students, parents, and school employees have a right and a responsibility to report incidents of bullying.

Confidential Reporting

Students and parents/guardians have the right to confidentially report in writing to school administrators, teachers, or other staff members' instances of bullying, harassment, and intimidation (A.R.S. § 15-341(A)(37)). These reports will be shared with appropriate school officials so that appropriate steps can be taken to ensure that all students have a learning environment that is safe emotionally, mentally, and physically. Reports must be made within thirty (30) calendar days of the last incident.

Definitions

Bullying: Bullying of an individual or group can occur through written, verbal, physical, emotional or psychological methods. Bullying may occur when an individual or group engages in any form of behavior or aggression that includes such acts as intimidation and/or harassment that has the effect of physically harming an individual, damaging an individual's property, or placing an individual in reasonable fear of harm or damage to property is sufficiently severe, persistent or pervasive that the action, behavior, aggression, or threat creates an intimidating, threatening, hostile, or abusive environment in the form of physical, emotional, or psychological harm or distress, behavior, aggression or threat occurs repeatedly over time, occurs when there is a real or perceived imbalance of physical, emotional, or psychological power or strength or may constitute a violation of law.

Harassment: Harassment is behavior by an individual or group that consists of systematic and/or continued unwanted and annoying actions, including threats and demands. Harassing conduct may take many forms, including verbal acts and name-calling, graphic and written statements, which may include use of cell phones, social-media or the Internet (e.g., cyberbullying). Or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment based on race, disability, sex, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance may violate an individual's civil rights when such harassment is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed or ignored.

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying, or harassment committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other charter-owned property, and by means of an individual's personal electronic media and equipment.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Reporting Incidents of Bullying or Harassment

Students and others should report any incidents of bullying to a teacher, school administrator or any other school employee. It is mandatory that school employees report any incidents of bullying in writing to school administration. Students who cannot immediately file a report must do so within thirty (30) calendar days of the last incident. The school employee receiving the report/complaint who believes a student has been subjected to bullying or personally witnesses bullying will check to see if an outside agency needs to be contacted such as the Department of Child Safety or law enforcement.

At a minimum, the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation. At a minimum, the school employee shall put the report/complaint in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation. When a school employee receives the information, the employee will give the information to the school administrator no later than the next school day following the day of the report/complaint.

All violations of the policy shall be treated in accordance with the appropriate procedures and penalties provided for in this handbook and A.R.S. § 15-341(37). Any student who has committed the act of bullying/harassment/intimidation intentionally files a false report or has retaliated against another who has participated in any manner in an investigation, proceedings or hearing conducted in response to an investigation of bullying, will be subject to consequences.

Procedures for Investigation of the Report/Complaint

A school administrator shall investigate the incident or the activity within ten (10) instructional school days. Extension of the timeline may only be by necessity as determined by School Administration. A school administrator shall check to see if an outside agency needs to be contacted such as the Department of Child Safety or local law enforcement authorities. A school administrator shall complete a Student Discipline Referral form if the student is found to have violated the bullying policy.

All violations of this policy shall be treated in accordance with the appropriate procedures and penalties provided for in school policies related to the conduct and discipline of students, staff, and others. A complaint may be withdrawn at any time. If the person chooses to re-file the complaint, it must be re- filed within 30 calendar days of the original incident.

Sexual Harassment (Title IX) and Non-Discrimination

Online School of Arizona is committed to ensuring that students enjoy an educational and work environment that is free from harassment or unlawful discrimination. OSA shall take prompt and appropriate disciplinary action to address violations of this policy. All OSA students are expected to conduct themselves at all times so as to maintain an atmosphere free from sexual harassment.

OSA complies with Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 et seq., and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in education programs or activities operated by recipients of federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence is defined by the U.S. Department of Education and its Office for Civil Rights (OCR) referring to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Title IX protects students from sexual harassment in a school's education programs and activities. This means that Title IX protects students in connection with all the academic, educational, extracurricular, and other programs of the school, whether those programs take place in a school's facilities, or a class or training program. Sexual harassment is unique in that it includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, either explicitly or implicitly, when made by a student to another student or other person.

Procedure for Reporting Sexual Harassment

A student who believes he or she has been the subject of or is a witness to sexual harassment and/or discrimination shall immediately notify either the Title IX Coordinator, principal, or executive director. The school's current Title IX Compliance Coordinator is the principal. Complaints shall to reviewed and investigated for further action. The Title IX Coordinator ensures OSA is compliant with Title IX law, coordinates the investigation and disciplinary process, and reviews compliance regularly to ensure schools fulfill all their federal obligations.

Any persons who are made aware of any student-to-student sexual misconduct shall report within thirty days to the Title IX District Personnel.

- The Title IX District Personnel will follow the OCR rules of contact for all parties involved.
- The Title IX District Personnel will determine the level of investigation and determine if a formal hearing is necessary and/or required. This determination is made per OCR guidelines and training.
- The Title IX hearing team decides school disciplinary action, but it does not replace the need or requirements under criminal investigation. The school Title IX hearing does not replace any criminal outcomes.

Drug and Tobacco Free Campus

The Online School of Arizona buildings are a drug and tobacco free zone. Arizona law specifically disallows any type of tobacco, including vaping products and paraphernalia, on public school campuses. This includes outside on the grounds or in the parking lot. This also includes all forms of tobacco. No parent/guardian, student, staff member or other person may smoke or have tobacco products anywhere on the campus at any time.

All students are prohibited from possession, use and distribution of any and all drugs, prescribed, non-prescribed, over-the-counter, alcohol, and tobacco, any type, including vaping products on school grounds or during any school-sponsored event or activity, whether on or off campus. In the event of such an action, law enforcement authorities may be contacted.

Weapons and Violence

All students are prohibited from possession of any weapon at any time on school property or during any school activity and/or event, whether on or off campus. A weapon may be an item a student may use to physically threaten, assault, attack or harm another person such as, guns, knives, razors, explosive devices, and/or any other item a student may bring to school and use to defend him/herself or harm another person. Misuse of school items such as chairs, pencils, rulers, etc. to assault and/or harm another person will also be considered as use of a weapon.

A student who violates this policy by any means other than carrying or possessing a firearm shall be subject to disciplinary action, including but not limited to expulsion. Disciplinary action against a student with disabilities shall be applied on a case-by-case basis in accordance with school policies and state and federal special education laws.

Any employee who observes any person in possession of a weapon or simulated weapon on school premises shall immediately report the matter to the school administration. The administrator shall immediately take appropriate safety and disciplinary actions in accordance with school policies and shall immediately report a violation of this policy to a peace officer, pursuant to A.R.S. §15-515, if the weapon is a deadly weapon or the student is a minor in possession of a firearm.

Violence Prohibited

All students are prohibited from displaying violent acts that result in injury to another person and/or destroy or damage school property. Further, students cannot, through verbal or written expression, threaten to destroy or damage school property and/or cause injury or death to students, staff, or visitors. In the event of such an action, law enforcement authorities will be contacted. *Any student who commits an act of violence will be suspended.* Consequences for acts of violence depend upon the student's intent to cause personal injury, the behavior resulting in personal injury, the behavior resulting in destruction or damage of school property, student's verbal or written threat to destroy school property, and student's verbal or written threat to injure and/or kill students, staff and/or visitors.

Search and Seizure

School officials may conduct searches when there is reasonable suspicion that the search will yield evidence of the student's wrongdoing or when there is evidence that students and/or staff are in imminent danger of injury on school grounds. Items provided by the school for storage such as lockers, desks or personal items are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. Students have no reasonable expectancy of privacy in their lockers, desks, storage areas, etc., and these areas may be inspected at any time with or without reason, or with or without notice, by school personnel.

School officials conducting a search or seizure will follow these guidelines

The search will be restricted to the information that justified the search in the first place. General searches of school property including personal items found in and on school property may be conducted at any time when there is reasonable suspicion for school officials to believe that something which violates the law or school rules is on school property. This search of school property may be made without the student being present. Illegal items such as firearms, explosive devices, weapons, tobacco, alcohol, drugs) or other possessions reasonably determined to be a threat to the safety, security of others, or might possibly interfere with school purposes shall be seized by school officials. Items that are used to disrupt or interfere with the educational process may be temporarily removed from a student's person.

A student's person may be searched by school employees when there is reasonable suspicion to believe that the student has on his/her person illegal items or other items that may interfere with any school purpose. School employees may search motor vehicles parked on school property when there is individualized and reasonable suspicion that the search of a student's effects will yield evidence of misconduct.

Student Interviews

School officials may question and/or interview students regarding matters related to the health, safety, and welfare of students and staff without limitation.

Hazing Prevention Policy

OSA expressly prohibits any acts of hazing. Additionally, soliciting others to engage in hazing is prohibited. Aiding and abetting other persons engaged in hazing is also expressly prohibited by Online School of Arizona. This prohibition applies even if the victim of hazing consents to or acquiesces in the hazing activity. All students, teachers, and staff of OSA will take reasonable measures within the scope of their individual authority to prevent violations of the hazing prevention policy. Hazing is defined by A.R.S §15-2301 as any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution. The act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation. Students, parents, teachers and staff can report violations of the hazing prevention policy by filing a complaint for a violation with building administration.

Suspension and Expulsion Policy

Online School of Arizona recognizes that exclusion from the educational program of the school, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations. OSA may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student. OSA strongly believes suspension or expulsion are harmful to students and should be used sparingly and only in severe cases.

Suspension Procedure

OSA administration may suspend any student for misconduct, including a violation of the Code of Conduct, for a period of one to ten consecutive school days and shall immediately notify the parent/guardian in writing when the student is suspended.

No student may be suspended without notice of the reasons for which s/he is suspended and an opportunity to be heard on his/her own behalf before the school official who holds the authority to reinstate the student. Prior notice is not required where it is clear that the health, safety or welfare of the school population is threatened. Suspensions may not be made to run consecutively beyond the ten (10) school day period.

When a suspension exceeds three school days, the student and parent/guardian shall be given the opportunity for an informal hearing with the building principal or his/her designee. Such hearing shall take place as soon as possible after the suspension, and OSA shall offer to hold it within the first five days of the suspension.

The purpose of the informal hearing is to permit the student to explain the circumstances surrounding the event leading to the suspension, to show why he/she should not be suspended, and to discuss ways to avoid future offenses.

Due Process – Informal Hearing

1. The student and parent/guardian shall be given written notice of the reasons for the suspension.
2. The student and parent/guardian shall receive sufficient notice of the time and place of the informal hearing.
3. The student may question witnesses present at the informal hearing.
4. The student may speak and produce witnesses who may speak at the informal hearing.
5. The school shall offer to hold the informal hearing within five days of the suspension.

Expulsion Procedure

Expulsion is exclusion from school for a period exceeding ten consecutive school days. Online School of Arizona may permanently expel from the school rolls any student whose misconduct warrants this sanction. No student shall be expelled without an opportunity for a formal hearing.

Attendance/School Work During Suspension

Students serving an out-of-school suspension will be able to make-up missed exams and work. Additionally, students shall be permitted to complete assignments.

Student Digital Citizenship

Online School of Arizona uses a variety of digital resources online, in the courses and in the classroom. It is important that OSA students know how to appropriately use digital resources in an ethical, safe, and wise manner. All students will receive digital citizenship training to ensure they know how to interact safely and respectfully in today's digital environment.

Parent Student Portal (PSP), Student Information System (SIS) and Learning Management System (LMS)

Rules for Terms of Use

These systems are available to students while participating in their educational experience and as they become literate in an increasingly technological world. The purpose of these Rules for Terms of Use is to foster the appropriate use of the PSP, SIS, and LMS. Here are some items to remember:

- The network is not private.
- Students may not use the PSP, SIS, or LMS to do anything unlawful, malicious, or discriminatory.
- Students may not use profane, lewd, rude, defamatory, or threatening, forms of communication.
- Students may not post content or take any action on the PSP, SIS, or LMS or student community that infringes on someone else's rights.
- Students may not use the Online School of Arizona's network to engage in any illegal act, including, but not limited to, arranging for the purchase or sales of drugs or alcohol, engaging in criminal activity or threatening the safety of another person.
- Students may not post photographs, comments, or blogs that display illegal substances or include references to illegal substances.
- Students may not bully, intimidate, or harass other persons.
- Students may not post content that is pornographic, contains nudity or graphic violence.
- Students may not solicit login information or access an account belonging to someone else.
- Students may not upload viruses or other malicious code.
- Students may not send or otherwise post unauthorized commercial communications to users, such as spam.
- Students may not post sensitive information such as account access information or financial information.
- All course materials are copyrighted and to be used exclusively by enrolled students who may print, photocopy material from the LMS and PSP for their own use.
- OSA will remove any content students post in the PSP or LMS if it violates these rules.

- Any student in good academic standing can access the PSP Community.
- Students have the option to hide their profiles from the community, share their blogs, interests, and images, and allow comments from other students.
- Posts are viewable by the entire OSA student body.
- Profile information students submit to the PSP Community will also be viewable to other OSA students.
- Student names and profile picture thumbnails will be available in search results across the PSP Community.

Student Portal Pictures

Please review the following guidelines regarding the photo you choose to upload to the student portal. Photos that do not meet the established guidelines will be not be accepted. If your photo is not accepted, you will be prompted to upload a new photo.

Photo Suggestions:

- Use past yearbook or student photos.
- Think of your student portal picture like a driver's license photo.
- Take a picture with a blank background from your shoulders up.
- Please remember to smile.

Photo Requirements:

- The photo must take up the entire square in the re-size window.
- Do not post photos that include individuals other than yourself.
- Your photo must be a head-shot – from the shoulders up.
- Make sure your entire head is included in the photo.
- Do not use suggestive photos.
- Do not use a photo in which you are wearing sunglasses.

Safety & Security

- Students will promptly disclose to the OSA staff of any message they receive that is inappropriate, offensive, or feels uncomfortable.
- Students may not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses.
- OSA may post links to other websites within the PSP or LMS.
- If there are any questions about the security of the PSP or the LMS, please contact OSA's administration.

Internet Use

Access to the Online School of Arizona's online-integrated solution and curriculum is a privilege, not a right. That access entails the responsible use of the school systems. Always use a computer in a way that shows consideration and respect, including the use of appropriate and respectful language. Remember that email is not private. Never say anything via email that you would not mind seeing on the school bulletin board, or in the local newspaper. Online School of Arizona is committed to cooperating with officials to preclude any illegal activities conducted through Internet access and to assist students in our school to use computers appropriately, in every aspect of their student life.

Use of Cell Phones & Electronic Devices

The school is committed to providing a safe, positive, and productive learning environment for its students. The school recognizes that, depending on how they are used, cell phones and other electronic devices can be either a valuable learning tool or a source of disruption in the learning environment. Please use your cell phone in a manner respectful of others. Students may possess cell phones and other electronic devices on school property as long as the student's use of the cell phone or electronic device is limited to appropriate uses as defined below.

Authorized Uses of Cell Phones and Electronic Devices:

- Communications with a student's immediate family members is authorized. Use of cell phones or electronic devices as authorized pursuant to an Individual Education Plan (IEP), a section 504 Accommodation Plan, or a Health Care/Medical Plan with supportive documentation from the Student's physician.

Unauthorized Uses of Cell Phones and Electronic Devices

- Although students are empowered to use cell phones and other electronic devices in specific, appropriate ways as described above, students are never authorized to use a cell phone or electronic device for the following purposes:
- In violation of any other section of the Student Rights and Responsibilities including, but not limited to, the school's prohibitions against cheating, posting, or distributing materials that disrupt the educational process, intimidation, threatening to injure or harm others, use of profane or abusive language, hazing, bullying, sexting, disrupting the school environment, engaging in a disruption, and failure to adhere to school culture or directives of school personnel.
- To commit a crime, under federal, state, or local laws.
To violate another person's reasonable expectation of privacy by using cell phones or other electronic devices in restrooms, or any other changing areas.
To take photographs, audio recordings, or video recordings of other individuals, including other students, teachers, principal, staff members, or members of the community without the explicit authorization of all individuals being photographed or recorded.

Violation of Cell Phone & Electronic Devices Authorized Uses

- Any student who chooses to possess or use a cell phone or electronic device in a matter that does not conform to the appropriate use expectations of this policy may be subject to the following:
- A verbal reminder of expectations for appropriate use of cell phones and electronic devices and a request that a student modify their cell phone or electronic device use to meet the expectations of this policy.
Confiscation of the cell phone or electronic device by a teacher or principal with return of the cell phone or electronic device at the end of the class period or school day.
- Confiscation of the cell phone or electronic device by a principal to be identified and stored in a safe location in the building's main office until the end of the school day. Written notification to the student's parent, guardian, or legal custodian by the principal.

Confiscation of the cell phone or electronic device by the principal is to be identified and stored in a safe location in the building's main office until the student's parent, guardian, or legal custodian comes to the school to retrieve the cell phone or electronic device.

Responsibility/Liability

The school assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of a cell phone or electronic device brought onto its property. Students and parents are strongly encouraged to take appropriate precautions, if students possess a device at school, to make sure the devices are not left unattended or unsecured. Using a cell phone or electronic device in an unauthorized manner may result in loss of this privilege, additional disciplinary action (e.g., warnings, parental notification and conferences, suspension, expulsion), confiscation of the device (in which case, the device will only be released/returned to the Student's parent/guardian after the Student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the device may be turned-over to law enforcement), and/or referral to law enforcement if the violation involves an illegal activity (e.g. child pornography). The school and its employees will *assume no responsibility or liability for loss, theft, damage, or vandalism* to a cellular phone or electronic device brought onto school property, or for the unauthorized use of any such device.

Webcam Usage and Behavior Expectations

Standards for student conduct while participating in class activities that provide webcam usage as an option are the same as if the students and teachers are in-person. See the entire Student Standards of Conduct, Expectations, and Procedures section of this handbook.

Utilizing the webcam from a home student learning space does require students and families to take a few extra steps in order to make sure the student is able to start active participation at the start of class.

1. Evaluate the learning space surroundings and make sure the environment is conducive to learning with limited distractions.
2. Ensure the family anticipates and is aware of the student's online class time in which the webcam will be in use so that the background behind the student while usage of the webcam can be free of distractions.
3. Make sure the webcam is set up properly. Ideally, it is at eye-level of the student so that the student's face is as center as possible of the screen.
4. The microphone should be muted during the session unless the student is speaking.
5. The student has practiced with the webcam before the session to ensure that the background behind the student doesn't cause a glare and that the microphone settings work.

Student Information and Data

Online School of Arizona may be required to disclose student information pursuant to lawful requests, such as subpoenas or court orders, or in compliance with applicable laws. OSA does not reveal information until it is determined that the information requested by law enforcement or private litigants meets applicable legal standards. Additionally, Online School of Arizona may share student information when we believe it is necessary to comply with the law, to protect Online School of Arizona interests or property, to prevent fraud or other illegal activity or use of the Online School of Arizona name, or to prevent imminent bodily harm. This may include sharing information with other companies, lawyers, agents, or government agencies. See Family Educational Rights and Privacy Act (FERPA) and Notification of Rights section of this handbook.

Family Educational Rights and Privacy Act (FERPA) and Notification of Rights

Online School of Arizona has established written policies regarding the collection, storage, retrieval, use, and transfer of student educational information collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents'/guardians' and students' rights to privacy. These policies and procedures are in compliance with federal and state laws.

The Family Education Rights and Privacy Act (FERPA) affords families and majority age students rights to their education records. These rights are as follows:

1. **Right to Inspect and Review.** Parents have the right to inspect and review a student's education records within 45 calendar days from the day the school receives a request for access. Requests should be submitted in writing to the school administration and clarify the records to be inspected and/or reviewed.
2. **Right to Amend Education Records.** Parents may request to have their student's educational records amended if they believe the information is inaccurate or misleading or otherwise in violation of the student's privacy rights. The request should be made in writing to the school administration clearly identifying the part of the record the parent(s) want changed and specifying why it is inaccurate or misleading. If the school decides not to amend the record as requested, the parent(s) will be notified of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the parent(s) when notified of the right to a hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view regarding the contested information.

3. Right to Consent to Disclosure. Parent(s) or eligible students have the right to require their consent to disclosure of personally identifiable information contained in the student's education records by the prior written consent of the parent(s) or eligible student (s), except to the extent that FERPA authorizes disclosure without consent. See paragraph below regarding student(s)' personal identifiable information (PII).
4. Right to File a Complaint. A parent or eligible student has the right to file a complaint with the Family Educational Rights and Privacy Act Office in Washington D.C., if they believe that the charter has violated the provision of FERPA. If a family or majority age student wishes to file a complaint alleging a FERPA violation, he or she should first contact the school administration. If a reasonable solution is not made at the school level, the complainant has the right to file a complaint with the U.S. Department of Education. The name and address of the office that enforces FERPA is: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))

- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Directory Information and Annual Notice

A school may designate information in education records as “directory information” and may disclose it without parent consent, unless the parent/guardian notifies the school of their decision to “opt-out.” The school may disclose appropriately designated “directory information” without written consent, unless the parent/guardian notifies the school of their decision to “opt-out.” The primary purpose of directory information is to allow the school to include this type of information from your child’s education records in certain school publications. Examples include:

- The yearbook
- Other recognition lists
- Graduation programs; and
- Extracurricular activities

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want Online School of Arizona to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify Online School of Arizona. OSA has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Grade level
- Dates of attendance

Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English. You may contact the Arizona Department of Education at (602) 542-3111.

Pupil Privacy Rights Act (PPRA) – Student Survey Data Consent and Privacy Policies

Online School of Arizona may request students or families to provide information through a survey in order to be able to serve our unique population appropriately. In any survey it sends out, OSA will include an explanation for completing it as well as the reason for the questions asked.

However, OSA must receive written, signed parental/guardian permission annually before collecting survey information retained by the school for longer than one year and that asks personal information about the student regarding any of the following:

- Critical appraisals of another person with whom a pupil has a close relationship.
- Gun or ammunition ownership.
- Illegal, antisocial or self-incriminating behavior.
- Income or other financial information.
- Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician or member of the clergy.
- Medical history or medical information.
- Mental health history or mental health information.
- Political affiliations, opinions or beliefs.
- Pupil biometric information.
- The quality of home interpersonal relationships.
- Religious practices, affiliations or beliefs.
- Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning.
- Sexual behavior or attitudes.
- Voting history.

A parent/guardian has the right to revoke consent for their student to participate in any survey requesting information at any time. OSA cannot ask a student to complete any survey outlined above if a parent/guardian has not provided or has revoked consent for their student's participation in the survey. For students who are at least eighteen years of age, permission is only required from the student.

Permission to Administer Survey

All surveys requesting information listed must be approved and authorized in writing by the OSA administration. This applies to all surveys whether written or digitally conducted on matters regardless of the stated purpose of the survey and regardless of the quantity or percentage of questions that solicit the identified data.

Exceptions

For avoidance of doubt, this policy does not apply to:

1. Any survey conducted that contains questions soliciting information, if the survey does not require a student's name or any other personally identifiable information.
2. Any survey conducted or implemented by the Arizona criminal justice commission.
3. Any method of surveying a student that is conducted because a person has a reasonable belief that a minor is or has been a victim of abuse and which OSA has a duty to report pursuant to section A.R.S 13-3620.

Survey Participation Not Required

Participation in any survey seeking information listed is not required:

1. To be a student at OSA.
2. To demonstrate competency requirements for any grade level, course or subject.
3. To qualify for placement into any grade level, course or subject.
4. To be promoted to the next grade.
5. To receive credit for any course or as part of a letter grade for any course.
6. To graduate from high school.
7. To obtain a high school equivalency diploma. OSA will provide an alternative educational activity for any student whose parent/guardian does not consent for that student to participate in a survey seeking. And, if that student

attends the alternative educational activity such time will be counted toward the student's daily attendance and average daily membership for OSA and the student will not be counted absent from school.

OSA will not impose any penalty on any student or the student's parent/guardian for not participating in any survey conducted. OSA will neither impose a penalty nor provide a reward to a teacher, administrator, or other OSA employee based upon the student participation rate in any survey seeking information. As part of a school academic performance indicator or as part of any other similar school rating system.

1. In the education learning and accountability system, or in any other similar system.
2. In the student accountability information system or in any other similar system.
3. In any school, administrator or teacher rating system.

Upon request, OSA will timely provide applicable information to the parent/guardian of a student regarding a survey seeking the information including:

1. The name of the survey.
2. The date or dates when the survey was or will be administered.
3. The method or methods of administering the survey.
4. The amount of time required to administer the survey.
5. The types of information collected by the survey.
6. The reasons for administering the survey.

How to File a Complaint

If a parent/guardian of a student has a reasonable belief that OSA has violated this policy, he or she may file a complaint with the Arizona Attorney General, the county attorney for the county in which an alleged violation of this policy occurred, or the Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Definitions for the purposes of this policy:

1. "Parent" has the same meaning prescribed in section (biological parent, foster parent or legal guardian); except that Parent does not mean this state if the pupil is a ward of the state.
2. "Survey" means:(a)when used as a noun, an instrument that investigates the attitudes, behaviors, beliefs, experiences, opinions or thoughts of a pupil or group of pupils.(b)when used as a verb, to use an instrument to investigate the attitudes, behaviors, beliefs, experiences, opinions or thoughts of a pupil or group of pupils.

Use of Copyrighted Materials

All course materials are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use.

Disclaimer: *Online School of Arizona does not warrant, and specifically disclaims, all warranties of any kind, either expressed or implied, including but not limited to, the implied warranty of merchantability fitness for a particular purpose or non-infringement, relating to the use of, and/or materials obtained via, the Internet.*

Technology Requirements

All OSA courses use interactive multimedia that requires students' computers to have Java installed and "cookies" enabled. For specific troubleshooting steps, please review system requirements.

System Requirements

Internet & Email

5.0 Mbps minimum bandwidth DSL or Cable preferred (Dial-Up not supported) Personal E-mail address (get a free account from GMAIL, YAHOO or OUTLOOK).

Hardware used for successful online instruction:

CPU: Intel® I3 or better recommended, or AMD equivalent

RAM: 4 GB minimum (8 GB recommended)

HDD: at least 20 GB free space recommended)

VIDEO: 1024×768 minimum resolution required

MONITOR: 15" Widescreen or greater recommended

AUDIO: Sound card with speakers or headphones (or headset with microphone) AUDIO: Microphone (required for Foreign Language courses & Tutoring) PRINTER: Inkjet or laser printer (not required, but helpful)

Operating System

Windows® 8.1 or 10; Mac® OSX 10.9 or later

Chromebooks have some limitations that can affect user experience Some users have had success with Linux with Chrome and/or Firefox

Note: iPads, iOS/Android Tablets, and some Netbooks are not supported as they may not be able to use required plugins and/or have screens that are too small to adapt.

Additional Software Requirements

Word-processing: MICROSOFT® WORD 2003 or better Presentation: MICROSOFT® POWERPOINT 2003 or better

Spreadsheet: MICROSOFT® EXCEL 2003 or better

○ NOTE: the free OPEN OFFICE SUITE includes equivalents for all the above applications

Internet and Browser Options

CHROME FIREFOX EDGE

This browser has some limitations that can affect user experience and is not fully supported SAFARI.

Some courses require specific plugins in order to properly render the content. Note that not all plugins are supported by all browsers. For the most complete support of current and legacy plugins, we recommend Mozilla Firefox. Browser cookies must be enabled.

Antivirus and Antimalware

Keeping your computer clean of viruses and malicious software is essential to your computer's health and performance. OSA suggests that you have up to date and active protection on your computer. Below are links to some free programs that can assist you in keeping your computer clean. All of the software listed here has both paid and free versions, it is not necessary to purchase any of the software listed here. Please make sure to read the disclaimer at the top of this page regarding software links.

PC

- Avast
- AVG
- Avira Bitdefender Malwarebytes

Opening Pop-Up Windows

MacOS

- Avast
- AVG
- Avira Bitdefender Malwarebytes

Upon logging in, the Student Portal should open in a new window. If you are having trouble logging in, please check out HOW TO: DISABLE POP UP BLOCKER for instructions on disabling pop up blockers.

*Some operating systems will minimize the new pop up window to the task bar. Please be sure to check the task bar for any pop-up windows.

Opening PDF Files

- In Adobe Reader or Acrobat, choose **Edit > Preferences**.
- Select **Internet**.
- Deselect **Display PDF In Browser** and then click **OK**.
- Choose **Edit > Preferences > Internet** again
- Now, select **Display PDF In Browser** and then click **OK**.

Check Firefox Settings

1. At the top of the **Firefox** window, click on the **Tools** menu and select **Options...**
2. Select the **Applications** panel.
3. Find **Adobe Acrobat Document** in the list and click on it to select it.
4. Click on the drop-down arrow in the **Action** column for the **Adobe Acrobat Document** entry and select **Use Adobe Acrobat** (in Firefox).

Remote Support

Remote support tools are for use when on the phone with a representative:
TeamViewer Fast Support

Please print this page, sign, and return to Online School of Arizona

Parent/Student Handbook Acknowledgement Page Student Name *(Please Print)*

Your signature below acknowledges that you have received the Online School of Arizona Parent/Student Handbook and that you have been given notice of the rules, responsibilities and consequences outlined in this handbook.

Parent Signature _____ *Date* _____

Student Signature _____ *Date* _____

Appendix A

Educational Plan

Course Offerings and Graduation Requirements

Pursuit to State Board Rule **R7-2-302** and additional requirements determined by Online School of Arizona, students must complete the following graduation requirements:

- ELA: 4 credits

- Math:4 credits
 - Algebra 1
 - Geometry
 - Algebra 2
 - 1 other
- Science: 3 credits
 - Biology
 - Physical Science
 - 1 other
- History and Social Science: 3 credits
 - World History
 - U.S. History (including Arizona history)
 - Government, including civics and Arizona government (.5 credits)
 - Economics (.5 credits)
- Fine Arts or Career and Technical Education: 1 credit
- Additional electives: 7 credits
 - Must include 1 credit of Health/PE
- Total Credits to Meet Requirements: 22 Credits

In addition to the above graduation requirements, OSA students must also:

- Pass the required Civics Test with a minimum score of 60 out of 100 (identical to the civics portion of the naturalization test used by the U.S. Citizenship and Immigration Services).
- Participate in the AzM2 testing or test designated by OSA from the Menu of Assessments available and defined by the Arizona Department of Education (scalable to accountability pursuant to **A.R.S. 15-741.02**) (NOTE: Arizona is in the process of a 5 year assessment planning. OSA will adhere to the changing guidelines as new information is available)
- Development of an Education and Career Action Plan ECAP
- Complete certification in Cardiopulmonary Resuscitation (CPR) and Automatic External Defibrillator (AED)
- Satisfactory performance on Job Employability Skills in the areas of communication, teamwork, problem solving, time management, attitude, work ethic, and adaptability/flexibility.
- Lastly, our goal is to set students up for success beyond our doors. To accomplish this, the school's senior level culminates with a capstone project which encompasses the development of a résumé and cover letter, preparation in interviewing skills, and practice and completion of an online profile on a professional job search website.

OSA will first develop an Education and Career Action Plan (ECAP) for each enrolled student to create an individualized program that fits their educational needs. The ECAP is developed collaboratively among Relationship Managers, Special Education and/or ELL Staff (if applicable), parents, and teachers upon each student's enrollment. The staff regularly reviews ECAPs and matches the plan directly to the student's postsecondary vision and hope for the future. It is also the vision of our staff to help unify these goals with outside organizations and partnerships that will support the needs of the student during and after their time at OSA.

Online School of Arizona's unique model allows us to track credits toward graduation without the additional stigma created by labeling students in a grade (we understand, for state reporting, grade designations will be required). Our focus is getting our students successfully to graduation. The practice of designating students in grades raises student anxiety, increases feelings of failure and dwindles, once again, that feeling of success.

We want students to celebrate every class they master. Our staff then encourages and helps set goals for the next.

Student progress, achievements, and information can be communicated to parents immediately and directly through a parent dashboard. OSA is committed to informing families of student progress daily. OSA believes this up-to-date data provided to students and parents is essential to students forward momentum. This information clearinghouse is key to providing current, accurate snapshots of student sequential progress and mastery.

Students at OSA will earn 0.5 credit for each class successfully completed and mastery of skills obtained. A score of 70% is required on formative and summative assessments before students are able to move on to the next concept or lesson. Passing a course and receiving credit requires a cumulative score of no less than 70%. The transcript will provide the grading scale and GPA (Grade Point Average) based on a 4.0 scale. The score of 70% is accumulated through coursework weighted as follows:

Homework	10 %
Formative Assessments	15 %
Labs, projects, presentations	25 %
Summative Assessments	50 %

PLEASE NOTE: Teachers have the autonomy to weight course grades differently depending upon grade level and content area. The minimum requirement to pass any course is an OVERALL grade of 70%.

Additionally, our Relationship Managers (RMs) are in constant contact with parents (when involved) and students. The number one job of the RMs is to continually inform, problem solve, and develop solutions, academically, socially and emotionally with and for students. As stated above, ECAPs are closely monitored by staff and critical to student success. When students are struggling to meet the 70% criteria, instructional staff provide remediation, reteaching, mini lessons, tutoring and adaptations to provide every support possible for students to achieve. ECAPs do not change because of a student's performance. ECAPs are an essential tool to support a student's postsecondary vision and hope for the future.

In addition to academic performance, procedures are in place when tracking student engagement as we know this is an essential component to online learning. They are as follows:

Level 1

Students who do not achieve the weekly 15% progress goal the first time will be placed on Level 1 and encouraged to create and follow a plan to increase their weekly progress. This plan will focus on login rate, time on task, center attendance, and teacher/relationship manager contact

Level 1 Intervention is voluntary on the student's part. A student may continue to stay on Level 1 Intervention at the discretion of the Executive Director (ED), Center Director (CD), and Relationship Manager (RM).

Level 2

Students who are chronically (2 or more weeks*) achieving less than 15% weekly progress will be placed on Level 2 and **required** to follow a plan to increase their weekly progress. This plan will focus on four key areas, the same as Level 1.

Level 3

Students who do not achieve 15% progress while on Level 2 (*The number of weeks on level 2 is determined by ED, CD, RM) will be placed on Level 3 and **required** to sign a contract stating that 30% progress must be achieved within the seven day week in which the contract was issued.

We know we have done our job and achieved our mission if our students are successful during their time at OSA and *after* as well. The critical importance of this benchmark is woven through our curriculum, written in the hearts of our staff and supported by the numerous outside opportunities we provide through internships, job shadowing and partnerships. By believing in our students, promoting a growth mindset, and showing them positive examples of that in the workforce, we will instill in them the vision of themselves as capable, productive young adults with hope for a future filled with possibilities.

OSA fully supports sequential learning based on skills mastery. OSA believes 70% is the minimum a student must master to demonstrate competency of these skills. We understand our at-risk population may struggle at times to meet this criteria. However, that is the very reason OSA believes in small teacher to student ratios, the power of the RM to build strong, trusting relationship, the ability to track progress in real-time, access to content 24 hours a day, 7 days a week, focus on one class at a time and the center component where students can get individual, one-on-one attention and tutoring. In order to be successful on State Assessments, students must master the skills and concepts that have been aligned with Arizona standards.

OSA curriculum, curriculum content, educational philosophy and Arizona State Standards have been intentionally designed to ensure success on end of course State assessment which is now defined as the following:

(NOTE: The 2021-2022 testing calendar is not yet published. The below dates represent the 2020-2021 school year and are displayed to represent understanding of the Arizona testing calendar, regulations and guidelines. Online School of Arizona will follow all mandated testing dates, timeframes and will utilize the AzM2 Online Reporting System (OSR))

**Detailed Assessment Testing Calendar
Tentative Dates for 2020-2021**

ACHIEVEMENT ASSESSMENTS

AzM2 – Statewide Assessment for ELA and Math

Content Area(s)	Tentative Test Window	Grade Levels Tested
ELA and Math Computer-Based Test Window <i>*including DEI entry for Special Paper Version tests</i>	April 5 - April 30, 2021 (Writing must be completed by April 16.)	Grades 3-8 and Cohort 2023 (Grade 10)
ELA and Math Paper-Based Test Window	April 5 - April 14, 2021 (Writing must be scheduled for April 5 or 6.)	Grades 3-8 and Cohort 2023 (Grade 10)
Reporting Dates	May 14 – Grade 3 online reports available in ORS May 21 – Grades 4-8 online reports available in ORS TBD (Summer 2020) – Grade 10 online reports available in ORS	

*Special Paper Version tests (large print, braille, and regular paper tests) are available for students unable to use a computer based on their IEP or 504 Plan. We will be requiring a copy of the IEP/504 language that includes these instructional accommodations for all Special Paper Version test requests.

AzM2 – Statewide Assessment for ELA and Math – Approximate Times

Testing Days	Content Areas	Approximate Times
ELA – 2 or 3 days of testing	ELA – Writing	60-90 minutes
	ELA – Reading, Part 1	45-75 minutes
	ELA – Reading, Part 2	45-75 minutes
Math - 1 or 2 days of testing	Math, Part 1	60-85 minutes
	Math, Part 2	60-85 minutes

- ELA includes one writing and two reading test sessions. All ELA test sessions must be administered to receive an ELA score.
- Math includes two test sessions. Both Math test sessions must be administered to receive a Math score.
- Writing must be administered on a separate test day than Reading and Math.
- Reading and Math can be administered in any order, but no more than two test sessions can be administered on a single day.
- When two test sessions are administered in a single day, a significant break must be given between test sessions.
- During a test session, students may only leave the room for a restroom break, visit to the nurses' office, or for emergency purposes.
- Test sessions must be completed on the day the session has begun.

Tentative Dates for 2020-2021

ACHIEVEMENT ASSESSMENTS (cont.)

AIMS Science

Content Area(s)	Tentative Test Window	Grade Levels Tested
Science Computer-Based Test Window <i>*including TestNav entry for Special Paper Version tests</i>	March 22 – April 16, 2021	Grades 4, 8, and High School

*Special Paper Version tests (large print, braille, and regular paper tests) are available for students unable to use a computer based on their IEP or 504 Plan. We will be requiring a copy of the IEP/504 language that includes these instructional accommodations for all Special Paper Version test requests.

AIMS Science – Approximate Times

Grade Levels	Participation Guidance	Approximate Times
Grades 4 and 8		Section 1 – 45-60 minutes Section 2 – 45-60 minutes
High School Cohort 2023 (Grade 10) Cohort 2024 (Grade 9) Students may only test on AIMS HS Science once.	Students in Cohort 2023 (Grade 10) test on AIMS HS Science. Students in Cohort 2024 (Grade 9), taking a life science course, may test on AIMS HS Science.	1 Test Section – 2 hours

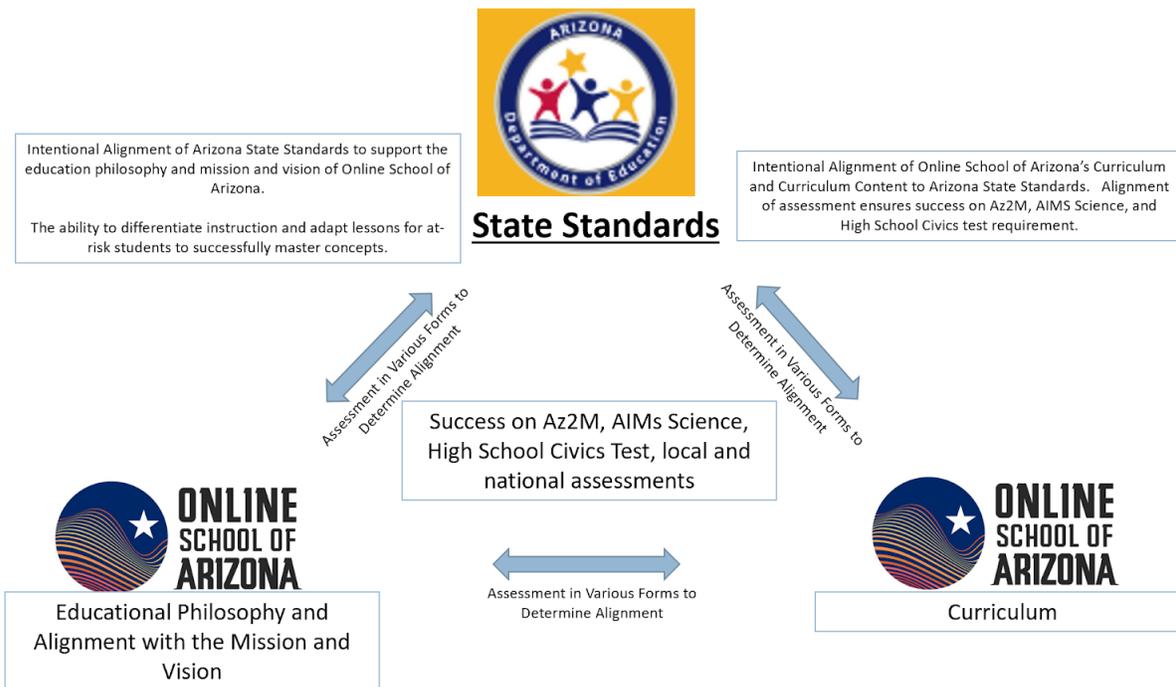
AzSCI Field Test

Content Area(s)	Tentative Test Window	Grade Levels Tested
Science Computer-Based Test Window <i>*including TestNav entry for Special Paper Version tests</i>	March 22 – April 30, 2021	Grades 5, 8, and Cohort 2022 (11 th grade)

*Special Paper Version tests (large print, braille, and regular paper tests) are available for students unable to use a computer based on their IEP or 504 Plan. We will be requiring a copy of the IEP/504 language that includes these instructional accommodations for all Special Paper Version test requests.

Source: <https://www.azed.gov/assessment/>

OSA’s intentional alignment of Arizona Standards to OSA curriculum and education philosophy is key to ensuring students successfully master concepts and standards to accomplish proficiency on State Assessments. The graphic below shows the intentional alignment and process OSA utilizes to ensure standards are achieved and mastered by our at-risk students.



Online School of Arizona will offer the following courses.

(NOTE: These course descriptions come from the course catalog of Edgenuity. These align with our graduation requirements and program of instruction.)

English - 4 Credits of English

Following and aligning graduation requirements as defined by A.R.S. §15-701.01 Pursuit to State Board Rule R7-2-302 and additional requirements determined by Online School of Arizona, the following classes/courses will be offered.

Required: 4 Credits of English

English 9

This year-long course will focus on engaging students in literary analysis of classical and contemporary text. Students will read the following forms of writing to master comprehension and literary-analysis strategies: Fiction, Poetry, Drama, Literary nonfiction, Influential Speeches

English 10

English 10 reinforces literary analysis and 21st century skills with literary nonfiction, application e-resources and education interactives. This course will allow students to apply their literary analysis skills to a range of genres and text structures.

Students will also compose writing in the following forms: Descriptive, Persuasive, Expository, Literary Analysis, Research, Narrative, Compare and Contrast Essays

English 11

English 11 dives into American literature from early American Indian voices through contemporary works. Students will engage in literary analysis and inferential evaluations of text.

Students will analyze the following types of literature: Fiction, Poetry, Drama, Expository nonfiction

English 12 The course offers insight into British literary tradition spanning from Anglo-Saxon writing to the modern period. The course connects philosophical, political, religious, ethical and social influences of each

time period to the work of notable authors. This course will also include works from India, Europe, China and Spain.

Math - 4 Credits

Required: Algebra I and II and Geometry

Algebra I

Full year course focusing on: Relationships between quantities and reasoning with equations, Linear and exponential relationship, Descriptive statistics, Expressions and equations, Quadratic functions and modeling. Students will interpret, analyze, compare and contrast functions that are represented numerically, tabularly, graphically and algebraically. Students will make sense of the problem situation, solve novel problems, reason abstractly and think critically.

Algebra II

Full year course focusing on: Functions, Polynomials, Periodic Phenomena, Collecting and Analyzing Data. Students will review linear and quadratic functions. They will make connections between verbal, numeric, algebraic and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real world problems. Students will also draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions.

Geometry

Full year course focusing on: Reasoning, Mathematical Arguments, Study of Triangle Congruence, Exposure to Proofs and Geometric Constructions. Students will extend their knowledge of triangle concepts to other shapes. Students will justify various formulas for circumference, area and volume. Students will make connections between geometry and algebra including slopes of parallel and perpendicular lines and parabolas in the coordinate plane. Students will also deep dive into the investigation of circles. Lastly, students will apply theoretical and experimental probability to make decisions informed by data analysis.

1 Additional Math Course

Financial Math

Full Year Course Focusing on: Connecting Practical Math Concepts to Personal and Business Setting, Percentages, Proportions, Data analysis, Linear Systems and Exponential Functions. This course will challenge students to gain a deeper understanding of: Personal Finance Planning, Budgeting and Wise Spending, Banking, Paying Taxes, Insurance.

Personal Finance

Similar to Consumer Math, Personal Finance digs deeper into: Long Term Investing, Buying a House, Consumer Loans, Economic Principles, Traveling Abroad, Starting a Business, Analysis of Business Data.

Although most of OSA students will focus on consumer or personal finance, OSA will also offer courses in mathematics for: Pre-Calculus, Trigonometry, Probability and Statistics.

Science - 3 Credits

Required: Biology, Physical Science and 1 other

Biology

This year long course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This course includes virtual labs in order for students to deeply understand concepts and think critically like a scientist.

Major topics include: Biochemistry, Cell Biology, Cell Process, Heredity and Reproduction, Taxonomy, Human Body systems, Ecology

Physical Science

This year-long course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science.

Student explore: Chemical Principles and Procedures, Chemical Building Blocks, Composition of Matter, Properties that affect motion, forces and energy on Early, Properties of electricity and magnetism

Students expand their knowledge by applying what they have learned into interactive virtual labs that require them to ask questions and create hypotheses.

1 Additional Science Course

Environmental Science

This year long course explores: Ecology, Biosphere, Land, Forest, Soil, Water, Energy and Resources, Societies and Policy

In this course students will connect scientific theory and concepts to current, real-world dilemmas.

Earth Science

Students will expand their knowledge of: Rock Formation and volatile forces that have shaped and changed our planet, Climate change and energy conservation, Foundations for understanding the physical characteristics that make the planet Earth unique, Examining the Earth's characteristics differ among the planets of our solar system

Social Studies/History - 3 Credits

Required: World History, U.S. History (including Arizona history), Government, including civics and Arizona government (.5 credits), and Economics (.5 credits)

World History

Yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped: The Modern World in the Middle East, Africa, Europe, Asia, Americas

Students will also explore the economic, political and social revolutions that have transformed human history.

Social history, democratic government and the relationship between history and the arts allows students to make connections between the past, present, across cultures and among multiple perspectives.

Students also use a variety of primary and secondary sources including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students incorporate English Language Art Skills into the assignments and tasks

US History including Arizona History

Yearlong course explores people, places, and events that shaped early United State history and the State of Arizona. The course studies the Era of Exploration through the Industrial Revolution, leading students through careful examination of defining moments that shaped the nation of today.

Students study colonization of the New World and examine the foundation of colonial society. While studying the history of the United State and Arizona, students will learn critical-thinking skills by examining the constitutional foundations of US governments. Territorial expansion, the rise of industrialization and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

Government, including civics and Arizona government (.5 credits)

Semester long course provides students with the practical understanding of the principles and procedures of government. This course lays the foundation of the origins and founding principles of American and Arizona government which guide and shape democracy. A review of the Constitution and its amendments allows students the ability to investigate the development and extension of civil rights and liberties.

Students will also explore Supreme Court decisions and the impact and importance on constitutional rights. The course leads students through the functions of government today and the role of citizens in the civic process and in promoting policy changes.

Economics (.5 credits)

Semester long course allows students to broaden their understanding of how economic concepts apply to their everyday lives including: Microeconomics, Macroeconomics, Characteristics of mixed-market economies, Role of government in a free-enterprise system, Global economy, Personal finance strategies

Students apply critical-thinking skills while making practical economic choices. Students will also analyze data to write informative and argumentative pieces of writing.

Fine Arts or Career and Technical Education: 1 credit**Required:** Fine Arts or Career and Technical Education

Students may choose from the following:

Introduction to Art

Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives.

Digital Arts

Students learn 3D space in a 2D environment; filters, gradients, and highlights; and methods of working with color. By the end of this course, students will have created a unique portfolio of digital artwork, including repeating images to be used as a computer's desktop background, a logo with text, two images

Art History

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions.

Career Planning and Development

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This course helps students investigate careers as they apply to personal interests and abilities, develop the skills and job search documents needed to enter the

workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve.

Introduction to Business

Students learn the principles of business using real-world examples. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.

Introduction to Coding

Intro to Coding covers a basic introduction to the principles of programming, including algorithms and logic. Students engage in hands-on programming tasks in the Python programming language as they write and test their own code using the approaches real programmers use in the field.

Introduction to Health Science

This high school course introduces students to a variety of healthcare careers, as they develop the basic skills required in all health and medical sciences. Students learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care.

Projects in Game Design

Students build a solid foundation in the fundamentals of game design and development. Students create an impressive portfolio of interactive, engaging games such as a classic two-player Ping-Pong game, a block-breaking action game, and a maze game with moving obstacles. Students learn the language of events, conditions, and actions; game objects that track scores, lives, time, and more; and automated, random, and user-controlled movement.

Additional Electives: 7 credits

- Must include 1 credit of Health/PE

Required: 7 Elective Credit, 1 credit must be Health/PE

Required: Health and Physical Education

Foundations of Personal Wellness and Lifetime Fitness (Physical Education) is a full-year offering that combines health and fitness instruction.

Examines and analyzes various health topics such as: Alcohol use, Drug use, Physical fitness, Healthy relationships, Disease prevention, Relationships and mental health of creating a healthy lifestyle, Healthy relationships with peers and family, Nutrition, Sleeping, Physical Fitness Plans, Harassment and Bullying Laws

As a part of the course, Students will complete certification in Cardiopulmonary Resuscitation (CPR) and Automatic External Defibrillator (AED) .

Can choose from any of the Fine Arts or Career and Technical Education (The course taken to satisfy the Fine Arts or Career and Technical Education credit may not be duplicated for elective credits). Students may also choose from the following elective courses - 6 Credits

Online Learning and Digital Citizenship

This course provides students with a comprehensive introduction to online learning, including how to work independently, stay safe, and develop effective study habits in virtual learning environments. Students will develop the understanding of what it takes to be successful online learners and responsible digital citizens.

Psychology

This course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives..

Sociology

Providing insight into the human dynamics of our diverse society, this is an engaging course that delves into the fundamental concepts of sociology.

Strategies for Academic Success

A comprehensive analysis of different types of motivation, study habits, and learning styles, this course encourages high school students to take control of their learning by exploring varying strategies for success.

World Languages may be Utilized to satisfy elective requirements

Spanish I

Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Instruction will include introductory vocabulary such as: Days of the week, Weather, Exchange greetings, Colors, Numbers, Food, Basic Phrases

Spanish II

High school students continue their introduction to Spanish with the expansion of vocabulary in: Cooking, Ecology, Geography, Architecture

Spanish II will also include Instruction in: Language structure and grammar, Past tense, Imperatives, Impersonal constructions

Spanish III

In this expanding engagement with Spanish, high school students will review grammar and vocabulary from Spanish I and II. The focus of Spanish III will be on conversational Spanish and fluency.

(2019 Course Catalog, Edgenuity)

Electives Courses: A variety of elective courses will be offered

Career and Technical Education Courses

For students who elect to utilize the Career and Technical Education Pathway, OSA will offer the following courses:

<u>Automotive</u>	<u>Carpentry</u>	<u>Care Professional</u>	<u>Culinary Arts</u>
<u>College</u>	<u>Electrical</u>	<u>Healthcare</u>	<u>Information Technology</u>
<u>Pharmacy Technician</u>	<u>Plumbing</u>	<u>Veterinary Assistant</u>	

<https://lp.pennfoster.edu/ppc/online-courses>

e) Ensure consistency with the Program of instruction and alignment with the Business Plan as presented in the application narrative

Program of instruction and business plan in the application narrative are in alignment and consistent.

Special Education Paperwork Processes

Transfer Student In-state transfer

- review current evaluation (MET) using Transfer File Review form in ieppro
- review current IEP
- complete PWN accepting/rejecting the evaluation

and IEP Out-of-state transfer

- review current evaluation using Transfer File Review form in ieppro
- review current IEP
- complete PWN rejecting evaluation as it is from

another state; IEP will be implemented/followed until re-evaluation is complete

What to do Regarding Transfer Evaluations After Review

Is the evaluation accepted (meets compliance standards)?

If yes, send home PWN indicating decision and set Transfer File Review as most current

If no, send home PWN indicating decision and schedule a MET1 (review of data) meeting

What to do Regarding Transfer IEPs After Review Is the IEP accepted (meets compliance standards)?

If yes, send home PWN indicating decision (can be combined with PWN for evaluation decision)

If no, send home PWN indicating decision (can be combined with PWN for evaluation decision)

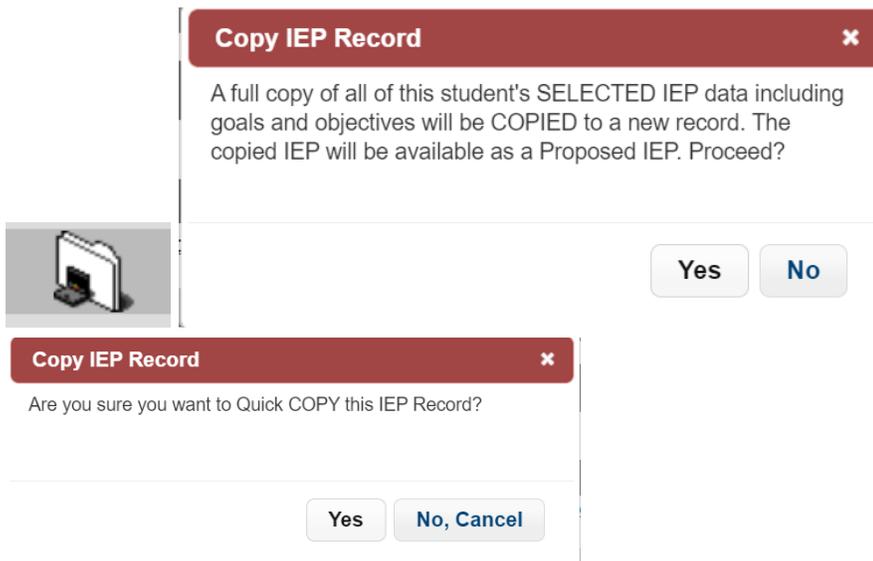
If the transfer IEP is already in ieppro, follow these steps:

Go to IEP Designer tab in ieppro

Click on the manila folder icon under the Archive/Quick Copy column

Select "yes" when the below window pops up

Select "yes" when the below window pops up



Then set the new IEP "in force" and lock it.

If the transfer IEP is NOT in iepro, follow these steps: Go to the IEP Designer tab and click on

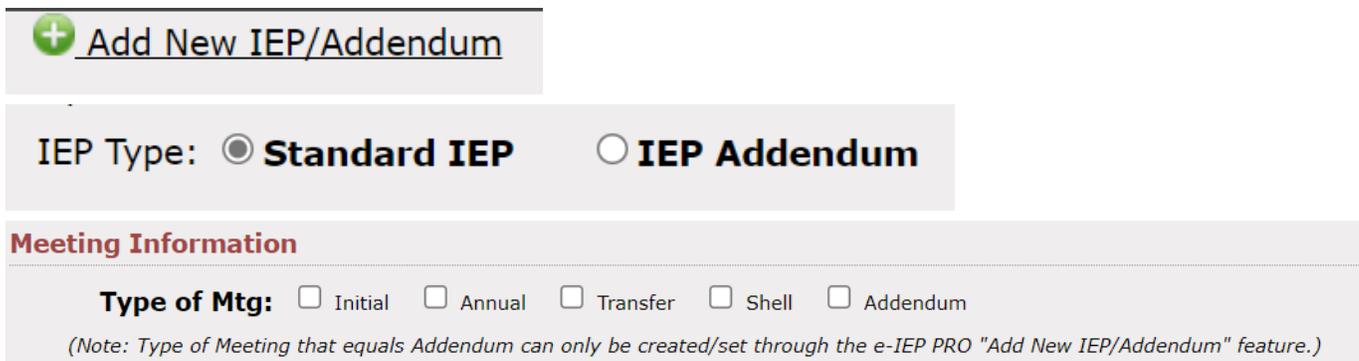
Select

A new IEP will be created and click on the date to open the document Once you have opened the document, you will need to change the dates to reflect the dates on the transfer IEP

Farther down on the cover page, you will select that this is a "shell" IEP

Go through and enter the following portions of the IEP EXACTLY as written in the transfer IEP:

- area of eligibility goals
- accommodations services



Initial Referrals for Special Education Evaluations

When you receive the name of a student for an initial referral, follow these steps:

- Collect student name, SAIS, School ID number, birth date, PHLOTE, and hearing/vision date and result
- Open a new evaluation (MET) in iepro as an "initial"
- Complete initial PWN stating reasons for referral

- Send home PWN, meeting notice, procedural safeguards, and developmental/social history form
- Collect/enter any state and/or school based assessment scores (AzMERIT, AZELLA, MAP, DIBELS, etc...)
- Send out teacher input forms to be completed and returned/entered

Meeting Notices

Meeting notices need to be created for every meeting you have. The following are steps to create meeting notices, as well as common meeting purposes.

How to create a meeting notice:

1. Go to the Meeting Notice section in ieppro
2. Click on
3. Confirm you want to create a new notice
4. You will see a new notice created with today's date. Click on the date to open the notice.
5. When you open the notice, you will be on the main page of the notice. Here you need to enter the meeting date, meeting time, meeting location, contact information, along with the dates you have contacted parent regarding the meeting.

14: to review and discuss evaluation information and determine the need for special education and related services

8. Click on "Meeting Notice Participants"

9. Be sure to select the roles of all people invited to the meeting. Specific names of individuals are not required, but can be added.

[Meeting Notice Main](#) | [Meeting Notice Purposes](#) | [Meeting Notice Participants](#)

ADE's website has a lot of useful trainings and guidance on various topics as well. The Prior Written Notice is definitely one to review. The below links will provide helpful information in writing PWNs.

PowerPoint from PWN training:

<https://www.azed.gov/sites/default/files/2018/10/Prior%20Written%20Notice%20FINAL.pdf?id=5bbfa5521dcb250c78ac78ee>

FAQs about Prior Written Notice:

<https://www.azed.gov/sites/default/files/2020/06/2020-2021%20PWN%20Final%20.pdf?id=5edfc69c03e2b31438e90031>

Below is a link to various Training Materials on ADE's website as well:

<https://www.azed.gov/specialeducation/monitoring/prior-written-notice> P

Appendix C



Professional Development

Based on Calendar

Application Draft Calendar PD

August 2

- **Morning**
 - Introduction to Online School of Arizona Mission and Vision (including academic program)
 - Role of the Teacher at Online School of Arizona (this needs to be developed around teacher evaluation)
 - HR overview/expectations
 - Process, procedures and policy training
- **Afternoon**
 - Schools PLP Training
 - Teacher Class Setup/Work with Power Schools

August 3

- **Morning**
 - Schools PLP Follow Up Training
 - Special Education Training (Done by Elutheria) (Brook Will Set Up)
- **Afternoon**
 - Assessment
 - Assessment Calendar
 - SIS Training

August 4

- **Morning**
 - Center Safety
 - Understanding Online School of Arizona's Students (behavioral and academic expectations). Process for Disengagement
- **Afternoon**
 - IT Tools and Supports
 - CTE Integration and Internships

August 5

- **Morning**
 - Student Onboarding, Orientation, and First Day of School Planning
- **Afternoon**
 - Continued Course Set Up and Customization Teacher Work Time

August 6

- **Morning**
 - Principal/Center Director Specific Training
- **Afternoon**
 - Teacher Work Time - Finalizing any Beginning of School Tasks

Sept 24

- Understanding At-risk and Trauma-based Student Supports

October 29

- Data Analysis and Curriculum Adjustment

January 28

- State Testing Training and Protocols

May 6

- 2022-2023 Action Planning

Specific topics in different sub-group include:

Special Education

- How to adapt curriculum to meet IEP goals
- How to support students in a virtual environment
- Topics specific to area of disability
- Writing quality IEP goals

ELL

- How to support students of multiple languages
- How to utilize tools within the curriculum content provider to support language development
- How to understand the home survey and support using researched based strategies
- Language development and processing
- Tools to support the English Language Learner

Other Subgroups

- How to support students in a virtual environment

- Time management
- Specific professional development to support the specific subgroup