Iowa Virtual Academy

2026-2027
School Handbook

Iowa Virtual Academy Mission Statement

The Iowa Virtual Academy provides a unique environment that fosters growth and empowers students to prepare for the future of their choice.

IAVA Admission/Registration

Any student in grades K-12 who resides in Iowa and successfully submits an open enrollment application is eligible for open enrollment. Open enrollment is the process by which parents/guardians residing in one Iowa school district may enroll their children in another Iowa school district. Because IAVA provides the lesson plans and materials needed for grades K-12, many parents find it easy to enroll multiple children in the program. Since IAVA is a public-school program, there is no tuition. IAVA provides a state-licensed teacher and all instructional materials for the program. However, students and families will be responsible for providing some consumable materials (such as printer ink and paper). In addition, families are required to provide their own computers (unless deemed eligible for a school laptop) and internet access to participate in the program. Students open enrolled for the primary purpose of online education may participate in up to two co-curricular or extracurricular activities in their resident district each year (Iowa Code § 282.18(12)). Activities include interscholastic athletics, music, drama, and any other activity with a General Fund expenditure exceeding $5,000 annually (Iowa Code § 282.18(7)“b”(2)). Information on how to enroll can be found on our website at: How To Enroll - Iowa Virtual Academy (k12.com)

IAVA reserves the right to amend this handbook or any of the policies contained herein at any time, without notice.

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Dear Iowa Virtual Academy Family,

We opened our school in 2012 and are excited to have you join us this year! Our 21st century meeting places are social, interactive, and filled with student learning opportunities designed especially for you!

The mission of the IAVA is to provide a unique environment that fosters growth and empowers students to prepare for the future of their choice. Our teachers will learn about your interests and create an environment that helps you master what you are learning. You can learn more about IAVA's mission by reading the Academy's goals found in this handbook.

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

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

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

Best wishes and have a great year!

Superintendent	**Executive Director**	**School Board President**
Jay Marley	Steven Hoff	Jessica Bittner

Description of the Iowa Virtual Academy

Personalized Learning for Everyone

- Flex Program: We offer greater independence and flexibility for students in good academic standing.
- Tuition-Free: All materials are provided at no cost.
- Inclusive Environment: Accessible to all students, regardless of learning style, level, or location.
- Supportive Staff: Our dedicated team supports your child every step of the way.

Experienced and Credentialed Teachers

- Our fully state-licensed teachers are readily available to provide guidance and support whenever students need it.
- Trained IAVA teachers deliver engaging, interactive lessons using innovative online technologies.
- Students attend regularly scheduled live classes led by IAVA teachers.

Comprehensive Curriculum

Our curriculum makes learning fun with interactive games, videos, and hands-on activities that keep students engaged and supported. We offer:

- Core subjects aligned to Iowa standards
- World Languages
- Honors Courses
- Concurrent Enrollment

Special Education Services

We support students with diverse learning needs with:

- 504 plans
- IEPs
- English Learners

Support for At-Risk Students

- Credit Recovery courses help students recover credits quickly.

Career and College Readiness

- Dual Credit opportunities with local community colleges

Socialization and Clubs

- Virtual Socialization: Students can connect with peers by playing virtual games and more in our online hang-out zone, which teachers monitor.
- In-Person Socialization: Students have opportunities to attend gatherings throughout the state, such as blended learning, field trips, prom, graduation, and more.
- IAVA students can participate in esports.

School Directory

IAVA Staff Directory

Phone: 563-748-1017

Stride/K12 Customer Support

1-866-512-2273

WEBSITE LINK – https://www.help.k12.com/s/
With this number you will be able to reach the two support departments at Stride/K12.

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

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

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

- Hardware
- Software
- Platform
- Live Instruction Platform

IAVA 2026-2027 School Calendar – **Aug. 25 Start**

Summary of Calendar:
Days/Hrs in classroom:
First Semester 78/544
Second Semester 77/537
TOTAL DAYS/HRS 155/1,081

CALENDAR LEGEND
Start/End
PD (no school)
P/T Conf.
Holidays (no school)
No School
Testing

HOLIDAYS:

Labor Day	9/7
Thanksgiving Day	11/26
Christmas Day	12/25
New Year's Day	1/1
MLK Day	1/18
President's Day	2/15
Good Friday	3/26
Memorial Day	5/30

IAVA Operational Hours:
Start time 8:00
End Time 4:00

Board Approved
Date: March 12, 2026

Seniors Last Day is (5/21)

August				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
September				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
October				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
November				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
December				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
January				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
February				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
March				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
April				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
May				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

155 Days/1080 Hours Calendar

Aug.12-14	New Staff PD
Aug.17-18	Staff PD
Aug. 24	Staff PD
Aug. 25	BOY Opens
Aug. 25	First Day of School
Aug. 31	No School
Sep. 7	Labor Day (No School
Sep. 14	Staff PD
Sep. 21	No School
Sep. 28	No School
Oct. 5	Staff PD
Oct. 6, 8	P/T Conf. 4:00-7:00
Oct. 12	Teacher comp day-no school
Oct. 19	No School
Oct. 23	Last Day QR 1
Oct. 26	No School
Oct. 27	First Day QR 2
Nov. 2	No School
Nov. 9	Staff PD
Nov. 16	No School
Nov. 26-30	Thanksgiving Break
Dec. 1	MOY Opens
Dec. 7	Staff PD
Dec. 14	No School
Dec. 23-Jan.4	Winter Break
Jan. 4	No School
Jan. 11	Staff PD
Jan. 15	Last Day Semester 1
Jan. 18	MLK Day
Jan. 19	First Day Semester 2
Jan. 25	No School
Feb. 1	No School
Feb. 8	Staff PD
Feb. 15	President's Day
Feb. 22	No School
March 1	Staff PD
March 2,4	Parent Teacher Conf. 4:00-7:00
March 8	Teacher comp day-no school
March 15	No School
March 19	Last Day QR 3
March 22	First Day QR 4
March 26-29	Spring Break
April 1	EOY Opens
April 5	No School
April 12	No School
April 19	Staff PD
April 26	No School
May 3	No School
May 10	Staff PD
May 17	No School
May 21	Seniors Last Day
May 24	No School
May 28	Last Day
May 22	Commencement 11:00A.M.

IAVA Attendance Policy

Purpose

This policy outlines IAVA/Student responsibilities and procedures related to student attendance in compliance with SF2435. Regular attendance is essential for academic success and required by law.

Definition of Attendance

Attendance is defined as daily login to the IAVA (Iowa Virtual Academy) schooling systems. Failure to log in daily may result in an unexcused absence unless an approved exemption or reasonable excuse is provided.

Key Definitions

- Chronically Absent: A student is considered chronically absent if they are absent for more than 10% of the total days or hours in a grading period.
- Truant: A student of compulsory attendance age is considered truant if they:
    - Do not meet any of the six legal exemptions;
    - Fail to follow this attendance policy;
    - Lack a reasonable excuse for absence; and
    - Are absent for 20% or more of the days or hours in the grading period.
- School Official: A designated staff member (school admin) responsible for identifying at-risk students, implementing attendance interventions, and coordinating legal compliance related to absenteeism.
- Compulsory attendance age: A child who has reached the age of six and is under sixteen years of age by September 15 is of compulsory attendance age. However, if a child enrolled in a school district or accredited nonpublic school reaches the age of sixteen on or after September 15, the child remains of compulsory age until the end of the regular school calendar.

Exemptions

Students will not be classified as truant if one or more of the following exemptions apply:

1. Completion of graduation requirements or receipt of a high school equivalency diploma.
2. Absence excused by a court of law.
3. Attendance at religious services or instruction.
4. Documented legitimate medical reasons.
5. An IEP that affects attendance.
6. A Section 504 Plan under the Rehabilitation Act that affects attendance.
7. Military applicants undergoing military processing.
8. Engaged in military service.
9. Traveling to attend a funeral.
10. Traveling to a wedding.
11. Participation in school-sponsored activity, program, competition, or project.

Parent/Guardian Communication

- If a student becomes chronically absent, a school official will notify the parent/guardian (or emancipated student) and the county attorney by electronic mail. The notice will include:
    - Details about the absences.
    - Related disciplinary policies.
- Schools may send an early warning notice before chronic absenteeism

Engagement Meetings

If a student is absent for 15% or more of the grading period:

- A school engagement meeting is required to:
    - Identify causes of absenteeism.
    - Develop an Absenteeism Prevention Plan signed by the student, parent/guardian, and school official.
    - Assign specific responsibilities to each party.
- The school official must:
    - Monitor the plan, student attendance and contact family when needed.

Failure to attend the meeting, develop a plan, or comply with the plan may result in legal action by the county attorney.

Truancy and Legal Enforcement

- If a student reaches 20% unexcused absences in a grading period, they are considered truant.
- IAVA Admin must refer the case to the county attorney, who may take legal action.
- Legal jurisdiction falls within the county of the student's resident district.
- If a student is attending via open enrollment and is found truant, the receiving district may disenroll and prohibit future enrollment and return them to their resident district.

Data and Reporting

- Chronic absenteeism data will continue to be collected via the state's SRI system.
- Local discretion is used for identifying exemptions and determining required actions.

Reporting Absences: Please email your teacher if your student will be absent and unable to attend Class Connect sessions or log in to the online school. Please state the reason for the absence in the email as well as the expected duration of the absence.

Please note the State of Iowa Rules on Attendance and Chronic Absenteeism: Attendance & Chronic Absenteeism | Department of Education (iowa.gov)

SF 2435: Iowa Legislature - BillBook

NEW SUBSECTION. 11A.

a) If a pupil participating in open enrollment is truant as defined in section 299.8, the board of directors of the receiving district may prohibit the pupil from remaining enrolled in the receiving district, and from enrolling in the receiving district in the future, after providing notice and an opportunity to be heard to the pupil's parent or guardian. A receiving district shall send notification of the receiving district's decision to prohibit the pupil from remaining enrolled in the receiving district pursuant to this paragraph to the pupil's parent or guardian and to the pupil's sending district.
b) The sending district shall enroll the pupil who is prohibited from remaining enrolled in the receiving district pursuant to paragraph "an.
c) This subsection shall not be construed to prohibit the pupil's parent or guardian from filing a request to transfer pursuant to subsection 2, paragraph "an, subsequent to the receiving district's decision to prohibit the pupil from remaining enrolled in the receiving district.

No Internet Access or Power Outage: students who are unable to log into school or have a power outage should try to have an alternative plan to go to a public library/public location with internet access to do their schoolwork.

To Obtain Driver's License, Please Note: In the State of Iowa, a person who is of compulsory attendance age who does not meet the requirements for an exception under Iowa Code 299.2, who does not attend a public school or an accredited nonpublic school, who is not receiving competent private instruction or independent private instruction in accordance with the provisions of Iowa Code Chapter 299A, and who does not attend an alternative school or adult education classes, shall not receive an intermediate or full driver's license until age eighteen.

NCAA (National Collegiate Athletic Association)

Iowa Virtual Academy is a certified NCAA school. Students who plan to become a Division I or II College Athlete must meet the NCAA eligibility standards by completing a recommended college preparatory sequence of classes for grades 9 through 12. The NCAA must approve these high school courses. If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center. Plan to register before starting your freshman year of high school (or year nine of secondary school). Please visit https://web3ncaa.org/ecwr3/for further information on eligibility.

Iowa Virtual Academy Student Code of Conduct

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

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

Non-Discrimination Equal Educational Opportunity Policy

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

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

Rights and Responsibilities for Students and Parents

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

- be on time and attend school daily;
- put forth a conscientious effort in all school assignments;
- have knowledge of and conform to the school rules and regulations and applicable laws;
- use appropriate speech refraining from indecent, obscene, or foul language;
- report incidents or activities that may threaten or disrupt the school to a staff member;
- a public school education up to 21 years of age;

- not be excluded from public schools or from school privileges because the student is married, pregnant, has a disability, is eligible for special education services and programs or because of race, gender, color religion, sexual orientation (known or perceived), or national origin;
- not be subject of corporal punishment;
- be afforded discipline procedures as outlined in this document;
- request and receive interpretation and translation assistance for school-related matters if English is not their primary language

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

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

Student Infractions and Consequences

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

Rule	Possible Consequence or Intervention for Infraction
Prohibition of Disruption of School Students shall act in a courteous manner toward all members of the school and shall not disrupt any education or school-related program. If a student fails to obey directions, uses beepers, cell phones, or telephonic devises during school function or in class; or fails to attend class without a valid excuse	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective. Failure to attend school without a valid excuse also holds student to truancy violations. These are outlined in the Attendance Policy.
Compliance with Dress Code Students shall dress in accordance with the standards described below: -no clothing that has profanity, drug or offensive slogans may be worn to school events **Note:** This section is enforced for students when attending a school function such as testing, Iowa Virtual Academy Days Out, orientations, or other face-to-face events as well as online sessions.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.
Prohibition of Offensive Language Students shall not use offensive language. Violation of this includes but is not limited to: -cursing, using vulgar or obscene language -sending or forwarding offensive, sexually oriented, or threatening messages, pictures or symbols of offensive nature.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.
Mandate of Academic Honesty Students are expected to maintain the highest standards of honesty in their work. Violation of this includes but is not limited to: -copying work from another person	First Incident Express concerns and provide concrete examples of dishonesty; Allow students to redo assignment and resubmit for a grade. Second Incident

-plagiarizing work of another -using answer keys provided for learning coach -copying work from internet sources without proper citations or abuse of AI -forging notes -sharing test questions with others -using answers shared by others	Hold a disciplinary meeting with parents/guardians, student and staff members.; All second incident assignments receive a zero (0) with no opportunity to make up. Third Incident In addition to following second incident consequences, a disciplinary meeting will be held to discuss ways to eliminate academically dishonest behaviors.
Abuse of Computer or Internet Privileges Students shall respect the computer privileges granted to them. Violations include: -giving password to another individual or using another individual's account, including that of the learning coach -illegally downloading copyrighted materials from the internet -visiting sites on the internet which contain sexually explicit material -harming or destroying data of another student or person, the internet, or other networks -creating, downloading, or uploading computer viruses; or -violating any rule outlined in the Acceptable Use Policy	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective. In addition to the above measures, students will be required to pay full restitution for acts of deliberate damage. Costs for damage to school district property will include labor, materials, consulting fees and other costs associated with replacing or restoring the damaged property.
Prohibition of Threats A student shall not communicate, directly or indirectly, any threat to another member of the school community that places him/her in fear of injury, pain, or ridicule. Serious threats to life or safety are included in the Bully Policy, to which there is zero tolerance.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective. If the threat is serious to an individual's life or safety, a student could be presented to the board for expulsion.

Prohibition of Fighting Students shall refrain from mutual confrontations involving physical contact with any members of the school community.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.
Prohibition of Tobacco Products and Paraphernalia A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, e-cigs, or other such paraphernalia.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.
Prohibition of Drugs or Alcohol for Personal Use Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non-prescription medication.	Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective. If found in possession, local authority will be contacted.
Prohibition of Bullying and Serious Threats Students shall not intimidate or bully members of the school community. A student violates this rule if he or she participates in the following behaviors directly or indirectly: -Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone; -Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumor; or -Non-verbal: threatening, obscene gestures, isolation, exclusion, stalking, cyber bullying.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective. Expulsion is also possible when the nature of the incident is serious or repeated.

Prohibition of Harassment Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatening, intimidating, or creating a hostile environment because of someone's gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.
Prohibition of Possession of a Weapon Students shall not possess any weapon as defined in this code's glossary. A student violates this rule even if he/she did not intend to use such thing as a weapon.	Iowa Virtual Academy has a zero-tolerance policy on weapons violations. Students in possession of a weapon will go to an expulsion hearing. This includes weapons on camera.

Search and Seizure Policy

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

Flag Salute

A student may refuse to recite the Pledge of Allegiance or salute the flag based on the student's religious conviction or personal belief. A student who declines to participate in this exercise may turn off their sound and camera during the Pledge of Allegiance, respecting the rights and interests of classmates who do wish to participate.

Disciplinary Meetings and Action

Discipline referrals to the administration are reviewed individually, consistent with the Code of Student Conduct. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved with minimal administrative intervention. In the best interests of the student and the school, several disciplinary options are available.

Procedures for Suspensions of 3 Days or Less

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

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

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

Procedure for Suspensions of More than 3 Days

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

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

Expulsion

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

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

Discipline of Students with Disabilities

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

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

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

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

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

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

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

The parent/guardian must be provided with a copy of the Special Education Procedural safeguards. If the team answers yes to either question, then the student’s behavior is a manifestation of his or her disability. The student may not be suspended, expelled, or transferred to a remedial disciplinary school as a punishment for misbehavior. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with the conduct at issue. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct at issue.
If all team members agree that the student’s conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct. If a student:

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

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

To comply with the law, a 45-school day emergency removal for serious bodily injury must be serious, i.e., requiring medical treatment, During the forty-five (45) school day period, the school must convene a manifestation determination meeting. If the school determines that the conduct is a manifestation, the school may have the child re-evaluated, create or revise an existing behavior plan, or hold an IEP meeting to consider a more intensive special education placement upon the expiration of the 45-day alternative

placement or sooner. If all team members determine that the conduct was not a manifestation of the student's disability, then the 45-school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

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

Emergency Hearing for Dangerousness

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

Bullying and Cyber Bullying

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

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

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

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

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

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

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

Where to go with Questions or Concerns

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

Step 1: All concerns and issues should first be directed to the student's teacher. If an Iowa Virtual Academy teacher cannot resolve the issue (e.g., materials and computer issues) he or she directs the parent/responsible adult to the appropriate contact for assistance. The Iowa Virtual Academy teacher will monitor the concern to ensure resolution.
Step 2: If the issue or concern is about the Iowa Virtual Academy teacher, parents are advised to contact the Academic Administrator (see School Directory).
Step 3: If the concern is not resolved at the teacher or Academic Administrator level, parents/responsible adults are advised to contact the Head of School (see School Directory).

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. At the building level, programs may be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff should always inform complainants of their right to, and the process for, filing a formal complaint. Staff should also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

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

Formal Complaint Process

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

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

5. The Head of School or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating that Iowa Virtual Academy intends to take corrective action; or that the investigation is incomplete to date and will be continuing; or that Iowa Virtual Academy does not have adequate evidence to conclude that bullying, harassment, or intimidation occurred.
6. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the Head of School's written response, unless the accused is appealing the imposition of discipline and the school is barred by due process considerations or a lawful order from imposing the discipline until the appeal process in concluded.
7. If a student remains aggrieved by the Head of School's designee's response, the student may pursue the complaint as one of discrimination pursuant to the Iowa Virtual Academy Grievance Policy.

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

Grievance/Complaint Policy

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

The student and parent(s), custodian(s), or legal guardian(s) should address in writing any concern or grievance to the Executive Director. The Executive Director responds within ten (10) working days.
Steven Hoff
IAVA Head of School
306 South First Street, P.O. Box 249, Guttenberg, Iowa 52052
563-748-1017, x-3000, shoff@

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

Required Testing

Iowa Virtual Academy, an Iowa public school, must follow the laws set by the Iowa Department of Education. According to the Department of Education, all students in grades 3 through 11 are required to participate in state testing.

Testing Requirements

- All public-school students enrolled in grades 3 through 11 must participate in reading, language and writing, and math. Students in grades 5, 8, and 10 must participate in science.
- All public-school students in grades K-6 must participate in a state-approved Diagnostic Reading and Math Assessment (FASTBridge)
- All students in grades K-11 will participate in IXL Reading and IXL Math.
- English language learners (ELL) are additionally assessed to determine eligibility for services in learning the English language.
- Students with disabilities participate in district-wide assessment as indicated on the IEP.

Standardized Testing and Other District-Wide Assessments

All public-school students, including virtual public-school students, enrolled in grades 3-11 are required to participate in the annual ISASP's which are held in the spring.

All public-school students enrolled in the IAVA must participate in an additional assessment required by the state testing program and school district. Students in grades K-11 will participate in the IXL assessment plan. These assessments are given at the Beginning, Middle and End of year with 2 interims. Our main goal is to show growth from the beginning of year to end of year, and the different testing periods offer teachers opportunities to plan instruction specific to the needs of that group of students at that time of the school year.

Students identified as English Language Learners (ELL) are additionally assessed using the English Language Proficiency Assessment for the 21st century (ELPA21). Students with disabilities participate in district-wide assessment as indicated on the IEP.

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

Beginning in school year 2026-2027, ISASP testing will be conducted remotely.

Confidentiality

Every effort is made to maintain the confidentiality of students who attend Iowa Virtual Academy. Parent permission is required for a student's name or picture to be displayed in a public manner. Confidential student information is encrypted before being transferred over the Internet. The encrypted information can only be decrypted by another party authorized by Iowa Virtual Academy. Student files are accessible only to authorized employees of Iowa Virtual Academy who have an interest in the education of its students. Adults and students should not share their Stride/K12 Online School (OLS) username and password with any unauthorized individuals.

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

Health Policy

All students must comply with the requirements of the State Immunization Code (Iowa Code, Chapter 139a.8(6) and Iowa Administrative Code, 641-7.7(139). The only exemptions to the school laws for immunizations are for medical reasons or religious beliefs. Medical Exemptions must be submitted in writing and must be signed by the child's physician. Religious exemptions must be submitted in writing and must be signed by a parent/guardian. Immunization records must be delivered to the school prior to acceptance for enrollment.

Iowa law also requires that students entering kindergarten and ninth grade have a dental screening. A screening for kindergarten may be performed by a licensed dentist, dental hygienist, physician, nurse, advanced registered nurse practitioner, or physician assistant. A screening for kindergarten is valid from age three years to four months after the enrollment date. A screening for ninth grade may be performed by a licensed dentist or dental hygienist only. A screening for ninth grade is valid from one year prior to enrollment to four months after the enrollment date. Screenings performed by out-of-state providers are allowed. The Iowa Department of Public Health Certificate of Dental Screening is the only acceptable form. For further information on school dental screenings, please refer to: https://idph.iowa.gov/ohds/oral-health-center/school-screenings.

The State of Iowa requires that each Kindergarten and third grade student have evidence of a valid vision screening performed no earlier than one year prior to enrollment and no more than six months after the date of the child's enrollment. For further information on the Iowa Child Vision Screening Program and the proper certificate of visions screening, please refer to: https://idph.iowa.gov/family-health/child-health/vision-screening.

The Iowa Department of Public Health requires all children entering kindergarten to have at least one lead test. For further information on the Mandatory Blood Lead Testing Program, please refer to: https://idph.iowa.gov/Environmental-Health-Services/Childhood-Lead-Poisoning-Prevention/Mandatory-Blood-Lead-Testing.

Parents or guardians must provide evidence to the school of their child having each of these tests/screenings done. Parents should request their child's health records from the previous school prior to starting school at the Iowa Virtual Academy. Please contact the Iowa Virtual Academy office with any questions regarding health requirements. For further information on the Iowa State requirements, please refer to: https://educateiowa.gov/pk-12/learner-supports/school-nurse/student-health-requirements

Physical Education

Iowa Virtual Academy recognizes the important role of Physical Education in the education of our students The Iowa Healthy Kids Act requires all physically able students in Kindergarten through 5th grade to participate in a minimum of 40 minutes of physical activity each day. All physically able students in grades 6 through 12 are required to engage in physical activity for a minimum of 120 minutes per week.

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

Academic Pacing

Within the Iowa Virtual Academy program, every child progresses through the curriculum at his or her own pace. Advancement of a student from one course level to the next requires the approval of the Iowa Virtual Academy administration, in conjunction with the teacher and guardian. Every lesson is presented independently to each child at his or her own ability level, and each standard expected to be mastered. This approach results in a solid foundation of core knowledge essential for success in the next level. Although the program is self-paced and individualized, students are required to progress and to achieve one grade level per school year as specified by state law. For students who need more time to master a concept, additional time working on the lessons after school hours and on the weekend may be needed.

Change of Home Address

In the event you change addresses after initial enrollment, please send an E-mail to iavaoffice@iowavirtual.org verifying the updated address. Be sure to include the names of all children associated with your household. You are to include in your e-mail:

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

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

Change of Data Form (complete and sign the form and submit one per child).
Proof of Residence (please see below for acceptable documentation of residency).
Submit ONE of the following:

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

Mailing/faxing information on next page:
Iowa Virtual Academy
Attn: Registrar
306 South First Street
P.O. Box 249
Guttenberg, IA 52052
Or Fax the documents to our main office at: 563-748-1020

Withdrawing From Iowa Virtual Academy

Parents wishing to withdraw their children from the Iowa Virtual Academy must contact their teacher and complete a withdrawal form to fully process the withdrawal. The teacher will notify school officials of their decision. The Operations Manager or Registrar will confirm withdrawal date once the form has been received and arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

Supplemental Activities

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

Use of School Property

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

Objectionable Content Policy

There may be times when a parent considers certain lessons, books, or materials objectionable for various reasons. The following process is used if a parent finds material objectionable; he or she should contact his or her Iowa Virtual Academy teacher via e-mail. Teachers will work with parents to find alternative lessons to meet the lesson objectives. The assessment for the lesson must be completed to show that the objectives have been met.

Student Records

The board recognizes the importance of maintaining student records and preserving their confidentiality. Student records containing personally identifiable information shall be kept confidential at the stages of collection, storage, disclosure, and destruction. The operations manager is the custodian of student records. Student records are maintained in the IAVA office. Parents/legal guardians may contact the IAVA office, to submit a request of records to the registrar, to obtain a copy of student records. If parents change their address, telephone, e-mail address, or place of employment, they are asked to notify their homeroom teacher immediately. Sophie Cherne, IAVA Registrar, iavaoffice@iowavirtual.org, 563-748-1017, x-1024.

Parents and eligible students shall have access to the student's records during the regular business hours of the school district. An eligible student is a student who has reached eighteen years of age or is

attending an institution of post-secondary education at the post high school level. Parents of an eligible student shall be provided access to the student records only with the written permission of the eligible student unless the eligible student is defined as a dependent by the Internal Revenue Code. In that case, the parents may be provided access without the written permission of the student. A representative of the parents or eligible student, who has received written permission from the parents or eligible student, may inspect and review a special education student's record. Parents, other than parents of an eligible student, may be denied access to a student's records if the school district has a court order stating such or when the district has been advised under the appropriate laws that the parents may not access the student records.

A student record may contain information on more than one student. Parents shall have the right to access information relating to their student or to be informed of the information. Eligible students should also have the right to access information relating to themselves or be informed of the information.

Parents and eligible students shall have a right to access the student's records upon request without unnecessary delay and in no instance more than forty-five days after the request is made. Parents, an eligible student, or an authorized representative of the parents shall have the right to access the student's records prior to an Individualized Education Program (IEP) meeting or hearing.
Copies of student records will be provided if failure to do so would effectively prevent the parents or student from exercising the right to access the student records. Fees for copies of the records shall be waived if it would prevent the parents or student from accessing the records. A fee may not be charged to search or retrieve information from student records.

Upon the request of parents or an eligible student, the school district shall provide an explanation and interpretation of the student records and a list of the types and locations of education records collected, maintained, or used by the school district.

If the parents or an eligible student believes the information in the student records is inaccurate, misleading or violates the privacy or other rights of the student, the parents or an eligible student may request that the school district amend the student records. The school district will decide whether to amend the student records within a reasonable time after receipt of the request. If the school district determines an amendment to be made to the student record, the school district shall make the amendment and inform the parents or the eligible student of the decision in writing.

If the school district determines that amendment of the student's record is not appropriate, it shall inform the parents or the eligible student of their right to a hearing before the hearing officer provided by the school district. If the parents' and the eligible student's request to amend the student record is further denied following the hearing, the parents or the eligible student shall be informed that they have a right to place an explanatory letter in the student record commenting on the school district's decision and setting forth the reasoning for disagreeing with the school district. Additions to the student's records shall become a part of the student record and be maintained like other student records. If the school district discloses the student records, the explanation by the parents shall also be disclosed.

Student records may be disclosed in limited circumstances without parental or eligible student's written permission. This disclosure is made on the condition that the student record will not be disclosed to a third party without the written permission of the parents or the eligible student. This disclosure may be made to the following individuals or under the following circumstances:

- to school officials within the school district and AEA special education personnel
- whom the superintendent has determined to have a legitimate educational interest, including, but not limited to, board members, employees, school attorney, auditor, health professionals, and individuals serving on official school committees.
- to officials of another school district in which the student wishes to enroll, provided the other school district notifies the parents the student records are being sent and the parents have an opportunity to receive a copy of the records and challenge the contents of the records unless the annual notification includes a provision that records will automatically be transferred to new school districts;
- to the U.S. Comptroller General, the U.S. Secretary of Education or state and local educational authorities.
- in connection with financial aid for which the student has applied or which the student has received if the information is necessary to receive financial aid.
- to organizations conducting educational studies and the study does not release personally identifiable information
    - to accrediting organizations
    - to parents of a dependent student as defined in the Internal Revenue Code
    - to comply with a court order or judicially issued subpoena
    - consistent with an interagency agreement between the school district and juvenile justice agencies
    - in connection with a health or safety emergency, or,
    - as directory information.

The superintendent shall keep a list of the individuals and their positions who are authorized to view a special education student's record without the permission of the parents or the eligible student. Individuals not listed are not allowed access without parental or an eligible student's written permission. This list must be current and available for public inspection and updated as changes occur.

The superintendent shall also keep a list of individuals, agencies and organizations which have requested or obtained access to a student's records, the date access was given and their legitimate educational interest or purpose for which they were authorized to view the records. This list for a student record may be accessed by the parents, the eligible student, and the custodian of student records.

Permanent student records, including a student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. Permanent student records will be kept in a fire-safe vault.

When personally identifiable information, other than permanent student records, no longer needs to be maintained by the school district to provide educational services to a special education student, the

parents or eligible student shall be notified. If the parents or eligible student request that the special education records be destroyed, the school district will destroy the records. Prior to the destruction of the records, the school district must inform the parents or eligible student of the reasons for which they may want the records maintained. In the absence of parents or an eligible student's request to destroy the records, the school district must maintain the records for at least five years.

The school district will cooperate with the juvenile justice system in sharing information contained in permanent student records regarding students who have become involved with the juvenile justice system. The school district will enter into an interagency agreement with the juvenile system agencies (agencies) involved.

The purpose of the agreement shall be to allow for the sharing of information prior to a student's adjudication in order to promote and collaborate between the school district and the agencies to improve school safety, reduce alcohol and illegal drug use, reduce truancy, reduce in-school and out-of-school suspensions, and to support alternatives to in-school and out-of-school suspensions and expulsions which provide structured and well supervised educational programs supplemented by coordinated and appropriate services designed to correct behaviors that lead to truancy, suspension, and expulsions and to support students in successfully completing their education.

The school district may share any information with the agencies contained in a student's permanent record which is directly related to the juvenile justice system's ability to effectively serve the student. Prior to adjudication information contained in the permanent record may be disclosed by the school district to the parties without parental consent or court order. Information contained in a student's permanent record may be disclosed by the school district to the agencies after adjudication only with parental consent or a court order. Information shared pursuant to the agreement shall be used solely for determining the programs and services appropriate to the needs of the student or student's family or coordinating the delivery of programs and services to the student or student's family. Information shared under the agreement is not admissible in any court proceedings which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian.

Confidential information shared between the school district, and the agencies shall remain confidential and shall not be shared with any other person, unless otherwise provided by law. Information shared under the agreement is not admissible in any court proceedings which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian. The school district may discontinue information sharing with an agency if the school district determines that the agency has violated the intent or letter of the agreement.

Agencies will contact the principal of the attendance center where the student is currently or was enrolled. The principal will then forward copies of the records within 10 business days of the request.

The school district will provide training or instruction to employees with parents' and eligible students' rights under this policy. Employees shall also be informed about the procedures for carrying out this policy.

It shall be the responsibility of the superintendent to annually notify parents and eligible students of their right to inspect and review the student's records. The notice shall be given in a parents' or eligible student's native language.

Transfer of Rights

FERPA gives parents certain rights with respect to their children's education records. These rights are transferred to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." To request your rights transferred, please contact IAVA Head of School, Steven Hoff at 563 748 1017 Ext. 3000

Internet Service Provider (ISP) Reimbursement Program

Families at Iowa Virtual Academy who qualify for free and reduced lunch and make a written request to the school will receive ISP reimbursement checks twice per year at the rate of $12.00 per month (per family) for the school year. Disbursements will be made in January and June. Receipts must be submitted monthly to IAVA Operations Manager, Judy Tepper: jtepper@k12.com to receive a reimbursement.

Families must participate in the Online School, as well as have compliant attendance as described in the Iowa Virtual Academy Handbook, to qualify for ISP reimbursement. Additionally, there must be current proof of residence for each student enrolled. Families are eligible for ISP reimbursement for the month in which they enroll. Please be aware that if an ISP check is lost, Iowa Virtual Academy does not automatically reissue a check to that family. If a check is lost, parents must contact the school office within 60 days, or a replacement may not be issued.

School Supplies

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

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

- Go to your Start menu
- Go to Printers and Faxes
- Right click on your printer's name
- Scroll down to Properties
- Click on the Advanced tab

- Click on Printing Defaults
- In the drop-down menu under Print Quality, choose Fast Draft
- Click Apply, then click OK

Family Education Rights and Privacy Act (FERPA)

Iowa Virtual Academy maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to: cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the district's student information management system, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents. Records can be maintained electronically, on paper, microfiche, audio, and videotape. Records are in the central administrative offices of the Iowa Virtual Academy, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

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

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

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

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day IAVA receives a request for access.

2. Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal or head of school a written request that identifies the records they wish to inspect. The school official will plan for access and notify the parent or eligible student of the time and place where the records may be inspected.
3. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask IAVA to amend their child's or their education record should write to the school principal or head of school clearly identifying the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
4. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Iowa Virtual Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom Iowa Virtual Academy has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. Upon request, Iowa Virtual Academy discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the IAVA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

    Family Policy Compliance Office
    U.S. Department of Education
    400 Maryland Avenue, SW
    Washington, DC 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))

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Iowa Virtual Academy (IAVA), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, IAVA may disclose appropriately designated "directory information" without written consent, unless you have advised IAVA to the contrary in accordance with IAVA procedures. The primary purpose of directory information is to allow the IAVA to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs, and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

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 IAVA to disclose any or all types of information designated below as directory information from your child's education records without your prior written consent, you must notify the IAVA in writing within ten (10) calendar days following notice of these rights to students. Send your request to: iavaoffice@iowavirtual.org IAVA has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph and other likeness
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. ***See: IAVA Protection of Pupil Rights Amendment addendum, page 59.***

Advanced Learners Program

The Advanced Learners Program (ALP) is a supplemental enrichment program for K-8 students who are one or more grade levels ahead of their age-appropriate grade level in a core subject, have been identified as gifted through a previous program, and/or are recommended to the program by their teacher. Parents may request consideration of students for ALP. Students in the ALP are supported with accelerated course planning, topic enrichment, and/or other activities and instructional strategies. Participants in the ALP are expected to maintain adequate progress and achievement. To access supports and services, please contact our Special Programs Administrator:
Whitney Bell wbell@iowavirtual.org #563 748 1017 ext. 1013

At-Risk Program

Iowa Virtual Academy supports the academic achievement of all students, particularly those most at risk. The school has a strong commitment to the federally mandated goals of Every Student Succeeds Act (ESSA). It is a priority to build strong parent/teacher/student relationships and address the specific needs of individual students.

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

Counseling Opportunities

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

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

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

Special Education Services

Iowa Virtual Academy's Special Education program meets the individual needs of students by using specially designed instruction with a standards-based curriculum in the virtual environment. Frequent assessment of student progress is necessary. We deliver special education programming and related services to Iowa Virtual Academy students at no cost to the parent or guardian. Students with disabilities needing special education must receive a free appropriate public education (FAPE). These services conform to the student's Individual Education Program (IEP). IAVA follows Keystone Area Education Agency policies and procedures.

IDEA

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

Special Education Screening

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

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

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

Multi-Tiered System of Supports (MTSS), also known as Response to Intervention (RTI)

Multi-Tiered System of Supports (MTSS) in Iowa is an every-education decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students in general education. The key components of an MTSS framework are:

- Evidence-based curriculum and instruction shall be provided at the Universal level
- Universal screening shall be used three times per year
- Evidence-based instructional interventions at the Targeted and Intensive levels shall be provided to each student who needs them
- Progress monitoring data shall be collected and used to guide instruction
- Data-based decision making

Implementation of the Iowa MTSS framework should use the continuous school improvement process of (a) defining the problem, (b) diagnosing the problem, (c) developing a plan, (d) implementing the plan, and (e) evaluating the results of plan implementation. To access supports and services, please contact our MTSS/RTI Coordinator:

JoAnne Morenz, Academic Administrator (K-8) jomorenz@iowavirtual.org

Stephanie Willenborg, Academic Administrator (9-12) swillenborg@iowavirtual.org

Services by Disability

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

Services by disability area are as follows:

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

Commitment to Serve Students

Iowa Virtual Academy is committed to the full implementation of NCLB, amended recently by ESSA, and IDEA. When students with special education needs are given the support necessary for success as outlined by their IEP, we believe they can achieve the same high standards that are required for all students enrolled in our school. Therefore, we will ensure that our enrolled students with special education needs will have full access to those curricular offerings aligned to Iowa Core Curriculum. To access supports and services, please contact our Special Programs Administrator:
Whitney Bell wbell@iowavirtual.org #563 748 1017 ext. 1013

504 Service Plan

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in, or access to, an aspect of the school program. To access supports and services, please contact: To access supports and services, please contact our Special Programs Administrator:
Whitney Bell wbell@iowavirtual.org #563 748 1017 ext. 1013

English Language Learners (ELL)

IAVA uses two identifiers for English Language Learners:

1. The Question/Answer Report parents/guardians complete upon enrollment to identify students who may have received ELL support at their previous school of enrollment.
2. The Home Language Survey (HLS) compliance document to identify students who have marked something other than English on the language questions.

If a student is identified on either of the above indicators as having another language identified, the District ELL Coordinator is notified, and the previous year's IELPA 21 scores will be requested. Once the scores have been received, they will be reviewed by the school to determine if the student will require services.

If the student does not score a (6) on the IELPA 21 assessment, then services must be offered. If the student requires services, then a meeting with the ELL teacher and family is set to discuss the student's needs. The family may refuse services at the time of the first meeting, however, will still be required to take the annual ELL state assessment. A student must score a (6) on the IELPA 21 and be proficient in the Iowa Assessments in Reading and Mathematics to be exited form the ELL program.

For further information on language instruction for English learners, please refer to: https://educateiowa.gov/pk-12/learner-supports/english-learners-el

To access supports and services, please notify IAVA contact:
Shea Hill, IAVA ELL Liaison @ 563-748-1017 Ext. 3045, shill@iowavirtual.org
Dominique Smalley, IAVA ELL Liaison @ 563 748 1017 Ext. 1004, dsmalley@iowavirtual.org

Request for Parent/Guardian Interpreter Services or Disability Accommodations

Professional interpreter services may be requested at any time for parents/guardians of students by contacting Whitney Bell, IAVA Special Programs Admin at 563-748-1017, Ext. 1013. wbell@k12.com

Additionally, if any parent/guardian has a disability or other limitation that would impact their ability to participate fully in their child's educational planning process, IAVA would be happy to discuss accommodations that may be available to maximize the parent/guardian's participation**.** Individuals seeking to discuss accommodations for this reason may contact Whitney Bell, IAVA Special Programs Admin at 563-748-1017, Ext. 1013. wbell@k12.com

Homelessness (McKinney-Vento)

Under the federal McKinney-Vento Act, students who lack a fixed, regular and adequate nighttime residence may qualify for certain rights and protections. The Iowa Virtual Academy has a defined process to remove all barriers for enrolling homeless students. All IAVA staff receive training in referring to and working with students/families who may qualify for benefits from the McKinney-Vento Act.
If your family lives in any of the following situations:

- In a shelter

- In a motel or campground due to the lack of alternative adequate accommodation
- In a car, park, abandoned building, or bus or train station
- Doubled up with other people due to loss of housing or economic hardship

Your school-age children may qualify for certain rights and protections under federal McKinney-Vento Act. Your eligible children have the right to:

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (The school they attended when permanently housed or the school in which they were last enrolled) if that is your preference.
- If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from the school of origin if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

If you believe your children may be eligible, or for more information about eligibility and access to supports and services, please contact our Homeless Liaison Whitney Bell, IAVA Special Programs Admin at 563-748-1017, Ext. 1013. wbell@k12.com

Foster Care

In 2016, Every Student Succeeds Act amended the McKinney-Vento Homeless Act to remove "awaiting foster care placement" from the definition of "homeless children and youths" and created new provisions for supporting children/youth in foster care. Children in foster care qualify for certain rights and protections that support school stability. For further information on the education of children in foster care, please refer to: Education of Children in Foster Care | Iowa Department of Education (educateiowa.gov)

If you are a foster care family and are currently in the care of a foster student and would like to access supports and services, please contact our Foster Care Liaison:
Whitney Bell, IAVA Special Programs Admin at 563-748-1017, Ext. 1013. wbell@k12.com

Academic Advancement (Grades K-8)

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

Iowa Virtual Academy considers advancement up to the end of April. The team will evaluate every student's course level and grade level prior to the conclusion of the current school year. Together, the Iowa Virtual Academy teacher, administrator, and parent arrive at a decision on the advancement of the student. Sufficient progress in all courses is expected before course level advancement in one area may be considered.

Program (Grades K-5)

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

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

K-8 Promotion and Retention

Throughout the school year, Iowa grade level standards will be measured for all Iowa Virtual Academy students in grades K-8. At the end of each quarter, a snapshot will be created for each student that outlines actual course progress and expected progress for that point in the school year. Learning goals will also be defined by student-teacher interaction along with results from local assessments, integral programs such as Stride, work submissions, and Stride/K12 Online School. The learning goals will be monitored for the entire school year. At the end of the 2nd and 4th quarters, a more detailed report will be sent including an update on proficiency in grade level standards.

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment. The retention of a student will be determined based upon the judgment of the licensed employee and the principal. For more information on Iowa state standards please go to: https://iowacore.gov/iowa-core

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

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

Online School (OLS) Progress (K-5th)

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

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

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

Communication with the students' teachers is another key to our unique partnership. Students who ask for assistance from their teachers have shown greater success in this type of virtual model. To assure that students are meeting mastery, each student and parent must be available to attend conferences set up by the teacher, as well as homeroom meetings, and live Class Connect sessions. Students need to attend and interact with their teachers and other students during these sessions. Experience has taught us that students who become actively engaged with their teachers and other students make more academic growth than those who are not engaged.

The Middle/High School Program (Grades 6-12)

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

Summary of Middle/High School Model

Stride/K12 Inc. utilizes their Online High School Platform (D2L) to provide the online school campus and courses. The school campus site features school announcements, messages from the administration, access to important documents, club and organization information, school counseling resources, and courses- all combined into one interactive and easy to use interface. The student calendar, which shows assignments and due dates for most courses, is one easy to use tool within their account, and helps students to stay focused on those courses. Courses provide dedicated tools, like a teacher syllabus and announcements, a Raise Your Hand area to ask course-related questions for their teachers, online assessments, and an electronic drop-box for assignment submission. These all work together to provide a rich course experience for students.

Courses are delivered by semester. Year-long courses are comprised of two semesters. Courses consist of multiple units, lessons, and activities. Teachers will deliver live instruction online, but a large part of the student's day is spent working through expertly designed lessons online which allows students to follow their own personal daily schedules. These lessons serve to assist teacher instruction, to provide practice and exploration, and to assess student learning daily, based on a minimum pace and schedule that fits each student. Teachers post announcements and indicate the lessons, activities, and assessments to be completed each week on the course calendar, which can also be printed for each course. All work assigned for a single week must be received on the dates indicated but may be accepted late with teacher or administrator permission.

The Iowa Virtual Academy's High School program is both asynchronous and synchronous. In addition to the live teacher instruction, course activities may include:

- reading online text and transcripts
- viewing moving and static images and streaming video
- listening to audio recordings and pronunciations
- linear and interactive animations and simulations
- hands-on and virtual activities
- threaded discussions with teachers and fellow students in a section, cohort or group
- teacher announcements
- online self-check exercises
- teacher-created instructional materials
- research
- writing – by hand or in a document, completing lab worksheets, or other handwritten work

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

The role of the parent and learning coach in the home is crucial to the success of most students. The learning coach can be a parent or guardian, or any adult who the parent/guardian establishes as a learning coach. Learning coaches are responsible for:

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

Every student has an expert teacher for each course. Teachers are state certified in the subject area they teach and may be assisted by partner teachers who are experts in a particular curriculum area. Teachers set due dates for assignments, and then grade, provide feedback, and return assignments to students. Teachers answer student questions via e-mail and phone and hold regular live content sessions during which students and parents can attend for more clarity on difficult topics. Teachers may provide one-on-one and small-group instruction to students who are having trouble with certain topics, and students may attend regularly scheduled office hours or sessions to get the help they need. Teachers communicate directly with students and parents/learning coaches regarding the student's progress and missing/late assignments. Any email sent to or from a student is also sent to the Learning Coach. Special Education teachers ensure that students with Individual Education Plans (IEPs) receive the accommodations and adaptations required to ensure their success and compliance with their IEP.

Middle/High School Grading Policies

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

Students are responsible for their own work on unit tests and final exams. Students are not allowed to share work with other students and should never use the work of another student. Stealing and purchasing work from other students is never acceptable, considered plagiarism, and will result in the student receiving a zero for the assignment. If a student does not complete his own work or shares his work with others on unit tests and/or final exams, he/she will not receive credit for the work, which may impact their ability to pass the course. A student who does this also faces the risk of suspension or expulsion from Iowa Virtual Academy.

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

Iowa Virtual Academy. Teachers cover this topic in depth, and students should attend class, communicate with the teacher, and ask questions any time they are unsure of how, if, or when to cite work. When in doubt, a student should provide a citation.

Extra credit is awarded at the discretion of the individual teacher. Extra credit may be awarded for work above and beyond regularly assigned work.

Grade Appeal Process

Students wishing to appeal a final grade in a course must follow the appeals process, including:

- Submitting a written request for a detailed copy of the student's grade book from the course instructor.
- Identifying in writing any assignments that he/she would like re-evaluated.
- Explaining in writing why the student believes the grade on each of the identified assignments should be revised.
- Submitting identifications and explanations to the course instructor.

If the student is unsatisfied with the instructor's response, the student may appeal to the academic administrator within 5 school days of the instructor's response. If the student is unsatisfied with the academic administrator's response, the student may talk to the head of school within 5 days of the academic administrator's response. If the student is unsatisfied with the head of school's response, the student may request to speak to the board within 10 days of the head of school's response. The board will then determine whether it will address the complaint.

Evidence of Mastery

Grades will be determined based on how students perform on graded activities within each course. Graded activities may include online or paper-based worksheets and practice sets, quizzes, exams (e.g., Unit, Semester, Final), threaded discussions, essays, research papers, and other writing assignments, presentations.

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

Grading Scale and Grade Point Average Scales

Students must earn 55% or higher in a course to receive a passing grade and earn credit for the course.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	P	F
Grade Percentage	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-55	54-0
Regular Grade Point Average Scale	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	.25	0
Raised Grade Point Average Scale	5.0	4.67	4.33	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	.25	0

High School Credits

The credit scale below determines on-track students.
0-11.99 Credits – 9th Grade
12-23.99 Credits – 10th Grade
24-35.99 Credits – 11th Grade
36- 46 Credits – 12th Grade

Graduation Requirements

In accordance with Iowa Revised School Code 281.12.5(5) and Iowa Virtual Academy academic standards, all students must complete all course requirements. Please pay close attention to the new credit breakdown and where you need to earn credits.

Course Requirements

6 Credits – Math
8 Credits – English
6 Credits – Social Studies/History
6 Credits – Science
13- Credits of Electives
4 Credits – Physical Education
1 Credit – Personal Finance
1 Credit - Fine Arts
1 Credit of Vocational Education

Math (6 semesters):	6 Credits
English (8 semesters):	8 Credits
Science (6 semesters):	6 Credits
Social Studies (6 semesters):	6 Credits
PE/Health (8 semesters):	4 Credits
Personal Finance (1 semester):	1 Credit

Fine Arts (1 semester):	1 Credit
Vocational Ed (1 semester):	1 Credit
Electives:	13 Credits
	*46 Credits Total

*Additional Graduation Requirements:
CPR (must take a course that can lead to certification)
New for SY27, Students must pass state Civics assessment

*The required courses of study will be reviewed by the board annually.

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP).
Each student's IEP will include a statement of the projected date of graduation at least 18 months in advance of the projected date and the criteria to be used in determining whether graduation will occur. Prior to the special education student's graduation, the IEP team shall determine whether the graduation criteria have been met.

Early Graduation Policy

Students may be eligible to graduate early if they meet the required 46 credits and other graduation requirements. Students can choose to graduate a semester early or a year early depending on their eligibility and plan. A course load for graduating early will require more courses each semester as well as approval from the Academic Administrator. Students who are considering graduating early, please complete the following request form: https://forms.office.com/r/dhUBXUEUfa. Your assigned school counselor will be in contact with you to discuss your individual plan.

Progress Updates

Parent/Teacher Conferences occur twice a year as posted in the school calendar. Report cards will be emailed quarterly for grades K-5. Report cards will be emailed at the end of each semester for grades 6-12. Progress is available to view at any time in the learning coach and student accounts.

Determining Class Rank and Honor Roll

Class rank is determined by rank ordering the cumulative grade point average of all students within a grade level. Students earning a semester grade point average of 3.0 or higher will be eligible for the Honor Roll.

The following values will be assigned to semester grades in each course. Students must receive a 55% or higher in a course to receive a passing grade and a credit for the course.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	P	F
Grade Percentage	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-55	54-0
Regular Grade Point Average Scale	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	.25	0
Raised Grade Point Average Scale	5.0	4.67	4.33	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	.25	0

Late Work Policy

Graded assignments–whether graded by the teacher or electronically scored–must be completed and submitted by the due date. Zeros are entered as grades for every assignment not received by the deadline. If late work is allowed to be submitted, the grade, which may or may not be reduced, will replace the zero in the gradebook.

In most cases, students can complete computer-scored assessments after the deadline. In some circumstances, however, teachers will lock some assignments to prevent late access to them. Teachers are always willing to discuss the late submission of work past the above-listed deadlines. Please contact teachers directly to find out if this is an option.
Teachers will grant due date extensions on assignments under some circumstances. Never assume that teachers will automatically grant these requests. Due date extensions must be requested on a normal school day before the due date of the assignment.

Advanced Educational Opportunities

Advanced Placement (AP) Courses
Advanced Placement (AP) courses are college-level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4 or 5 is considered passing and leads to college credit in most all 4-year colleges and universities. Students will have the option to take the national exam and will be responsible for paying any associated fees for the exam. Students may request enrollment in AP coursework at Iowa Virtual Academy. Upon request or referral, Iowa Virtual Academy will confirm a cumulative GPA requirement of a 3.0 or higher and adequate attendance. Students must maintain the cumulative GPA requirement average over the course of the semester. All assignments in an AP course are considered essential. This means that the coursework for the class would all be required and unable to be exempted. A team consisting of the content area teacher, the counselor, and a school administrator will review all requests and inform the student of their course placement.

Advanced Placement Courses currently offered at Iowa Virtual Academy:

- English Language and Composition (Must take American Literature)
- Statistics (Must take Algebra 2)
- US History
- Government and Politics
- Environmental Science
- Spanish Language and Culture (4th year- Must take Spanish I, II, and III first)

Click the Link to Complete the Request to enroll in an Advanced Placement Course:
https://forms.office.com/r/secvDxbWgG

Post-Secondary Enrollment Options:

IAVA partners with Northeast Iowa Community College (NICC). IAVA pays only for courses which are not offered in the high school, and which are offered during the regular school year by the community college. The IAVA does not pay for the costs of summer school classes. However, summer school classes are eligible for credit.

Concurrent Enrollment: Courses are both college and high school credit courses taught by an NICC instructor primarily online or at an NICC location.

NICC offers their program to all 9-12th grade students. At IAVA, we promote this opportunity to 11th and 12th grade students in good academic standing. However, we can discuss options with 9th and 10th grade students if interested and if they pass the course pre-requisite entrance exams.

What we look at for eligibility for NICC courses:
Course Pre-Requisites, Placement Scores (Accuplacer *reading and writing skills and ALEKs – Math placements $25 fee to take)

- Attendance
- Seniors and Juniors who are in good academic standing. 9th and 10th grade students who meet the cumulative GPA minimum requirement of a 3.0 and are in good academic standing
- Time Management Skills – College courses are Rigorous
- Communication – students have a history of keeping an open dialog with teachers, school counselor, and learning coach

Starting a college transcript:

- Every college credit grade stays on the student college transcripts permanently
- Withdraw- Dropping from a class up to 75% of the way through the class results in a W
- Financial Aid Eligibility – Maintain a C average or greater, Maintain a completion rate of 67% or higher
- Transfer Courses- contact the college directly to see how the courses will transfer
- High school students will receive one high school credit to the earned college credit
- Courses are found at: www.nicc.edu/collegecredit

- To register for a PICC course: www.nicc.edu/hspartnerships
    - Students will complete an online form with a parent and IAVA will need to approve the course selection too.
    - The course will need to be an elective option unless granted permission from Head of School for core course uses.
- We allow two NICC courses a term

Students interested in participating in this program should contact their school counselor.

Communication (My Info and E-mail)

Students and parents can contact their teachers through e-mail. It is safe and secure and should be used for communication between parents, students, and teachers. It is expected that students and mentors/parents read their E-mail at least once a day. Critical information is sent via E-mail.

Family Directory

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

Resident District Extracurricular Activities Participation

Students open-enrolled at Iowa Virtual Academy may elect to participate in up to 2 extracurricular activities per year. Additional activities are allowed at the discretion of the resident district. Please refer to the following for further guidance and information: Iowa Department of Education Open Enrollment Handbook. as well as Senate File 475, Senate File 213, and Senate File 2415 Executive Summary. Open Enrollment Handbook (educateiowa.gov)

Iowa Virtual Academy Special Interest Student Clubs

Student Clubs will be offered to all students to enhance their complete educational experience at Iowa Virtual Academy. Clubs facilitate student socialization, community, and in some cases, service. Clubs will be sponsored by Iowa Virtual Academy teachers and/or Stride employees, who will welcome parent participation, as well. Teachers will provide a more detailed list along with contact information, as the school year progresses. More clubs may be added as interest arises. Suggestions are always welcome. Any materials or supplies (outside of supplied curriculum) needed for the clubs are the responsibility of the family- neither Stride/K12 nor Iowa Virtual Academy will provide these materials or supplies.

Iowa Virtual Academy Gatherings

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

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

Acceptable Use Guidelines

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

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

Accountability

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

Do not interfere with other users' ability to access Iowa Virtual Academy's Online School or Virtual High School or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activities associated with your username and password. Change your password(s) frequently, at least once per semester or course. Do not publicly post your personal contact information

(address and phone number) or anyone else's. Do not publicly post any messages that were sent to you privately. Do not download, transmit or post material that is intended for personal gain or profit, non-Iowa Virtual Academy commercial activities, non-Iowa Virtual Academy product advertising, or political lobbying on an Iowa Virtual Academy-owned instructional computing resource. Do not use Iowa Virtual Academy instructional computing resources to sell or to purchase any illegal items or substances. Do not upload or post any software that is not specifically required and approved for your assignments on Iowa Virtual Academy's instructional computing resources. Do not post any MP3 files, compressed video, or other non-instructional files to any Iowa Virtual Academy server.

Student Internet Safety

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

Network Etiquette

At the Iowa Virtual Academy, parents and students are expected to follow the rules of network etiquette, or "netiquette." The word netiquette refers to guidelines for conversing with others online. Please abide by these standards. Do not type in capital letters, which insinuates yelling. Avoid sarcasm, jargon, and slang. Swear words are unacceptable. Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues. Focus your responses on the questions or issues being discussed, not on the individuals involved. Be constructive with your criticism, not hurtful. Review your messages before sending them. Remove easily misinterpreted language and proofread to correct errors. Respect other people's privacy. Don't broadcast online discussions and never reveal other people's e-mail addresses.

Academic Integrity

All work submitted is assumed to have been completed by you. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied upon in the composition of their work. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit, revoked access to course(s) and suspension or expulsion from Iowa Virtual Academy.

Use of Copyrighted Materials

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

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

Academic Dishonesty/Plagiarism

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

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

When a staff member suspects a student has been academically dishonest, they will wait to grade the assignment, and the following steps will be taken.

- The staff member will contact the student/ LC directly to inform them of the offense and solution.
- Students will be required to revise / redo the assignment independently and resubmit for full credit. In some instances, the teacher may elect to require the student to orally present the information using both camera and microphone to verify authenticity.
- The staff member will log a note in the student's records.
- Students will be referred to administration after a warning and 1st formal offense have been logged in one school year.

Source Citation

Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook can simply be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If you are citing information found on a website, provide the complete web page or site title, URL, author (if known), page number (if applicable), and publication date of the site (if available). Any instructions from the teacher regarding how they want you to cite shall override the above examples.

Appropriate Use of Technology

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

Iowa Virtual Academy Indemnification Provision

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

Confidential Communications of Students

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

Using The Class Connect Platform

Using the Help Desk and the Technical Support features will provide answers to the more common computer setup issues.

Students should

- arrive promptly at the scheduled time for the session.
- wait for whiteboard, chat, and microphone privileges which will be assigned at the discretion of the teacher
- use their camera
- only communicate regarding direct content of the lesson
- stay on topic, stop side conversations when class begins
- always be respectful and courteous toward others
- always participate and engage in the session (stepping away without communicating with the teacher will count as an absence)
- log in to each session from the student account (not the learning coach account)

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

Parents should keep comments and questions specific to the lesson. Contact your child's teacher about other concerns by phone, e-mail, or in person during office hours, but not during class. Because the lessons are student-centered, only students should be using microphones during the sessions. Please refrain from coaching your child during live class connect sessions. The goal of this instructional time is for your child to become an independent learner and critical thinker.

Title IX and Non-Discrimination Policy

IAVA does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:
Steven Hoff
IAVA Head of School
306 South First Street, P.O. Box 249, Guttenberg, Iowa 52052
563-748-1017, x-3000
For further information on notice of non-discrimination, visit:
https://ocrcas.ed.gov/contact-ocr

Title IX Non Discrimination Policy

Title IX Coordinator:
Whitney Bell
IAVA Special Programs Administrator
306 South First Street
P.O. Box 249
Guttenberg, IA 52052
563-748-1017, x-3211
wbell@iowavirtual.org
Additionally, you may contact the Office of Civil Rights by calling 1-800-421-3481

I Understand and Agree

By signing this Signature Page, parents confirm that they have read and reviewed the Iowa Virtual Academy's Handbook including FERPA guidelines.

Please use this link to complete the Signature Page: I Understand and Agree 26-27 SY – Fill out form

What to do when the K12 School (OLS)/Class Connects are down? (K-12)

The platforms may be down for maintenance or unexpected outages from time to time. During these times, it is important not to panic! Check the following places for updates on all systems outages and keep checking back to login about every 30 minutes to see if the affected system is back up and running again. When you are unable to log in to the K12 School (OLS), your first stop should be http://help.k12.com to see if the outage is known and has been posted by K12. You can also check:

- The K12 Facebook page (https://www.facebook.com/StrideK12)
- The IAVA Facebook page https://www.facebook.com/IowaVirtualAcademy
- The IAVA Instagram page https://www.instagram.com/iowa_virtual_academy/
- Or connect to the LC community by downloading the K12 app for updated outage information. Don't have the K12 App? Download the K12 App on your iOS or Android device! Join us today at www.learningcoachlife.com!

K-5

Print of save a copy of your pacing guide each week so you can access it to see what can be worked on offline.

6-12

Be prepared in advance by doing the following things on the first day of school:

1. Download your course textbooks.
2. Save and print a copy of all your teacher's phone numbers and contact information.
3. Save a copy of your courses' pacing guides.

When the K12 OLS is down what should students work on?

There are many activities students can work on outside of the K12 School (OLS). K12 School (OLS) interruptions should not mean interruptions in learning!

- Print or save a copy of your pacing guide each week so you can access it to see what can be worked on offline
- Read books or complete workbook pages and other activities in course materials to keep up with the Course Plan as much as possible
- Study for State Testing or upcoming quizzes/assessments, if applicable
- Do some physical activity for your PE class
- Find other educational activities to complete

- Find home science experiments online to try
- Practice problems from various online resources
- Watch educational web videos pertaining to your subjects (History channel, PBS, Khan Academy)
- All Subjects: Use your textbook/materials to continue where you have left off- use your pacing guide if you have forgotten what lesson you should be working on, and complete lessons/assignments as planned.
- Print or save a copy of your course plan/calendar so you can access to see what can be worked on offline
- Read books or other activities/assignments in course materials to keep up with the Course Plan as much as possible – lesson assignments can be submitted when the K12 School (OLS) is back up and running

When Engageli is down what should students do?

Students will be notified via email that Engageli is down, and sessions will be in alternate programs (or canceled if appropriate) until service resumes. Once Engageli is restored, students will be notified via email, and sessions will resume as normal. Students will not be penalized for required sessions that were missed during the outage.

If Engageli goes down and you miss Live Class Connect sessions, but the K12 School (OLS) and your courses are still available, the teacher will make a recording of the missed live session for later viewing once Engageli is working again. You may send your teacher an email stating that class connect is not working for you. Then, work in your online course and submit assignments.

Iowa Virtual Academy (IAVA) Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

• ***Consent*** before students is required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

•***Receive notice and an opportunity to opt a student out of –***
1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

•**Inspect,** upon request and before administration or use –
1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

IAVA will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

IAVA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. IAVA will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. IAVA will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202