



UTVA
K5 School Handbook
2017-2018

Mission Statement:

Utah Virtual Academy students will attain superior academic achievement through parent involvement, innovative teaching and school accountability within a virtual environment that embraces individual learning styles.



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LETTER FROM THE PRINCIPAL

Dear Parents/Guardians and Students:

It is my pleasure to welcome you to Utah Virtual Academy. The faculty and staff join me in saying we are happy to have you as part of our learning community. We are looking forward to another great year. We have a champion staff that believes in high levels of achievement for all students. We believe that every child can learn and we are committed to helping every student succeed.

Our staff has set high expectations for student learning. In the classroom our goals are to have an environment conducive to learning by providing well managed classrooms with high levels of student engagement, well prepared lessons, and instructional delivery with best teaching practices.

We welcome your participation and support this school year. You are an important part of our team in helping your child succeed.

At Utah Virtual Academy it is our goal to help each student become self-sufficient individuals mentally, physically, and socially. We want students to be prepared for the future and to be college and career ready. It is essential that students attend school regularly and complete academic assignments.

We are using this handbook as a means of communicating between the home and school. The pages in this handbook are filled with important information regarding school policy, procedures, and services. Please read and keep this book readily available throughout the year. The information in this handbook is also available on the UTVA K5 website which can be accessed at <http://utvak5.weebly.com/>. Parents and students should review the contents together.

We feel that open and clear communication between school and home is important to the success of our educational program. My door is always open; please feel free to contact me at any time. Your child's success is my priority. Thank you for your support as we begin another successful year!

Angie Kreitzer

UTVA K8 Principal

SCHOOL YEAR CALENDAR

ACADEMIC SCHOOL YEAR CALENDAR 2017-2018

July 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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30	31					

August 2017						
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September 2017						
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October 2017						
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November 2017						
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December 2017						
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30	31					

Utah Virtual Academy
 310 E 4500 South #620
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Aug 22	First Day of School
Sep 4	Labor Day (No School)
Oct 19-20	Fall Break (No School)
Oct 26	End of 1st Term
Oct 27	Teacher In Service Day (No School)
Oct 30	Start of 2nd Term
Nov 22-24	Thanksgiving Vacation (No School)
Dec 22-Jan 1	Winter Break (No School)
Jan 12	End of 2nd Term
Jan 15	Martin Luther King Jr Day (No School)
Jan 16	Teacher In Service Day (No School)
Jan 17	Start of 3rd Term
Feb 19	Presidents Day (No School)
Mar 22	End of 3rd Term
Mar 23	Teacher In Service Day (No School)
March 26-30	Spring Break (No School)
April 2	Start of 4th Term
May 28	Memorial Day (No School)
June 1	End of 4th Term

TEST DATES

Summary of Terms and Semesters	
Term 1: Aug 22-Oct 26	45 Days
Term 2: Oct 30-Jan 12	45 Days
Term 3: Jan 17-Mar 22	46 Days
Term 4: April 2-June 1	44 Days
Semester 1: Aug 22-Jan 12	90 Days
Semester 2: Jan 17-June 1	90 Days
Full School Year: Aug 22-June 1	180 Days

January 2018						
S	M	T	W	T	F	S
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February 2018						
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March 2018						
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31						

April 2018						
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29	30					

May 2018						
S	M	T	W	T	F	S
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27	28	29	30	31		

June 2018						
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Summary of Days Students are not in School	
Sep 4	Labor Day
Oct 19, 20	Fall Break
Oct 27	Staff InService Day
Nov 22, 23, 24	Thanksgiving Break
Dec 22-Jan 1	Winter Break
Jan 15	Martin Luther King Jr. Day
Jan 16	Staff InService Day

Summary of Days Students are not in School	
Feb 19	Presidents Day
Mar 23	Staff InService Day
March 26-30	Spring Break
May 28	Memorial Day

School Extensions

 Term Start/End date
 First & Last Day of School
 No School

INTRODUCTION TO UTVA

This Parent-Student Handbook sets forth general guidance for parents and students enrolled in the Utah Virtual Academy (UTVA). UTVA is a charter school and is subject to the rules and regulations of the Utah State Board for Charter Schools. The State Board for Charter Schools guidelines are available online at <http://www.schools.utah.gov/charterschools/>. The UTVA charter contract is available from the UTVA office.

A DAY IN THE LIFE OF A UTVA STUDENT

UTVA is a virtual school. We are the same as any other public school in Utah with one big difference: our students attend school online.

A student's daily schedule includes studying and taking assessments in the OLS and also attending live virtual classes with UTVA teachers.

UTVA teachers will help students and learning coaches put together a daily schedule that can be followed.

Please remember the following:

- Students are required to attend UTVA daily
- Live classes are required and a schedule has been created for you to follow based on your grade level.
- If you are sharing computers in your household or have valid reasons to not attend class, you will still be responsible for watching the recording and filling out the exit ticket.

FAMILY SUPPORT SERVICES

Once registration is approved, all new students and Learning Coaches are paired with a homeroom teacher. The homeroom teacher is responsible for contacting the newly enrolled family and will begin guiding the family through the initial steps of online schooling, covering school policies, and ensuring families are proficient with UTVA systems. The homeroom teacher will contact the family and will address any academic needs the family may have.

If the homeroom teacher finds that a family needs more support, the family will be referred to the Family Academic Support Team (FAST) where they will receive more help and resources to help ensure success.

STRONG START TO UTVA

New and Existing Families can find support for starting up, technical support, school calendars, current outings and events for UTVA at K12's Strong Start website: <http://utva.k12start.com/>.

Strong Start website: <http://utva.k12start.com/>.

UTVA wants every student to be successful. We found that by completing the following checklist students have a greater chance of success at our school. We recommend that both new and returning students and learning coaches complete this checklist.

- ❑ Create a Learning Space
 - Designate a specific area that will provide a consistent, comfortable place for your student to learn. Think about the details such as workspace, lighting, and organization. Anticipate developing a daily schedule and student/Learning Coach expectations.
- ❑ Read the UTVA Handbook
 - The UTVA Handbook is an important tool for you. Study the school handbook to review policies, procedures, and expectations. Talk with your child about the attendance requirements and goals for learning.
- ❑ Begin your Introduction to Online Learning Course (OLL)
 - Your Introduction to Online Learning Course will be found right in your Online School. You'll begin a two week journey of helpful online sessions, how-to instructions, getting started tasks, and helpful contacts that will help you get oriented to Utah Virtual Academy.
- ❑ Explore the Online School (OLS)
 - Log in to the OLS using your username and password. Although courses will not be listed until the official start of school, you can explore other helpful resources such as the Help section which includes course introductions, My Info, and even join the Online Family Directory. Practice navigating through the different sections. Don't miss the OLS Overview, which provides a helpful tutorial of the features and tools in the Online School.
- ❑ Sharpen Your Skills
 - It's never a waste of time for the farmer to sharpen his tools before he begins to work in the field. You can become a great Learning Coach by "sharpening your skills" as you learn about K12 and UTVA. Access online K12 tutorials at <http://utva.k12start.com/>. These short tutorials will walk you through many daily activities you'll be doing, including logging attendance, marking lessons complete, using My Info and more.

- ❑ Set Up Your Computer
 - Follow the instructions to set up the computer hardware and printer. If you do not yet have Internet access in your home, establish an account with an Internet Service Provider (ISP).
- ❑ Email Communication
 - Communication is vital to your success this year. Make sure to check your Email, the online message center at myinfo.k12.com. Keep informed about the school and receive important information from your UTVA homeroom teacher.
- ❑ Materials Shipments
 - For course information and to track shipment of materials, look in the Shipments section of My Info regularly. Once materials are delivered, unpack your K12 boxes and take an inventory. Familiarize yourself with the contents. Keep in mind that the supplies may not all arrive at the same time – you may have a few visits from the delivery truck over several days. If any item is damaged or missing after all shipments have been received, contact K12 at <http://webform.k12.com/webform/> or call Customer Care at 1-888-Your-K12.

LEARNING COACH

At UTVA, a parent, or other responsible adult, working in conjunction with the teacher, serves as a Learning Coach to the student. The Learning Coach helps facilitate progress through the daily lessons and works to modify the pace and schedule according to the student’s individual needs. The Learning Coach designee is assigned during the enrollment process, but can be later changed with the help of the student’s teacher.

For purposes of clarification, the term Learning Coach will be referenced in this manual from this point forward when referring to the adult working with the student at home.

HOMEROOM TEACHER

All UTVA K5 students are assigned a Homeroom Teacher. The HR Teacher is the first point of contact for general questions, school policy, and student services referrals. The homeroom teacher will be in contact with the student and the learning coach frequently in order to give important information and ensure success at UTVA. Students and Learning Coaches are expected to return phone calls and emails when a homeroom teacher reaches out.

STUDENT RECORDS

Student records are maintained at the UTVA office. Learning Coaches/parents and/or guardians may contact the UTVA office to obtain a copy of student records. A copying fee may be assessed. If Learning Coaches/parents and/or guardians change their address, telephone number, e-mail address, or place of employment, they are asked to notify their teacher immediately. Learning Coaches are responsible for keeping contact information current within the My Account section of the OLS.

INTERNET SERVICE PROVIDER (ISP) REIMBURSEMENT POLICY

ISP reimbursement will be made to families of students qualifying for tuition and fee waivers and Special Education Students. ISP reimbursement checks will be issued after the end of each school year and will be mailed by the end of June. Families must be enrolled on the last day of the school year, progress needs to match attendance logged, have 95% of required attendance and student must complete required state standardized testing in order to qualify for ISP reimbursement.

Families who meet the reimbursement requirements will be reimbursed at the rate \$12.95 per eligible month.

COMPLAINT RESPONSE PROCEDURE

The administration and faculty at Utah Virtual Academy is invested in achieving and fostering student/family school satisfaction. The procedures below have been put in place to ensure that student/family grievances are handled fairly by the appropriate people and in a timely manner. UTVA 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), address in writing any concern or grievance to the program director. The program director responds within ten (10) working days.

If the concern or grievance is not resolved by the program director, the parent(s), custodian(s) or legal guardian(s) may, within ten (10) working days of the program director's response,

request in writing a meeting (via phone or in person) with the program director to discuss the concern or grievance. He/she investigates and responds within ten (10) working days.

If the family's concern is not resolved at the meeting with the program director, the family may file a complaint with the UTVA governing body. The UTVA governing body may address the complaint directly, or the family may file a complaint with the State Board for Charter Schools. UTVA has 30 days to respond in writing to a formal complaint filed with the State Board for Charter Schools.

Escalation Path

The following grievance procedure has been developed to ensure that grievances are addressed fairly by the appropriate persons, in a timely manner. Utah Virtual Academy prohibits discrimination against its students/family on the basis of disability, race, creed, color, gender, national origin, religion or ancestry. The timeframe for all appeals by employees and students/parents in the process is ten days unless determined by state or federal law.

UTVA teachers are expected to remain professional during periods of grievances with families. Parental request for reassignment will be reviewed by administration on a case-by-case basis. See Student Handbook for an outline of the escalation of concerns before being presented to UTVA Board.

In the event that resolution by UTVA Administration is not considered satisfactory, by the student and parent(s) or legal guardian(s), they may, within ten days of the presented resolution, request a review with the UTVA Board. The Board shall investigate and respond to the student and parent(s) or legal guardian(s) within ten days after the review. The decision of the Board will be accomplished by the vote of a simple majority and the decision is final.

If the grievance falls within the last 10 days of school, the entire process will be resolved by June 30th.

COMMUNICATION

COMMUNICATION – LEARNING COACH

Consistent and cooperative communication provides a vital link between UTVA teachers, Learning Coaches, and students.

As a public charter school, we are mandated to deliver instruction to our students via fully-licensed teachers. In order to do this, Learning Coaches and teachers must work together as a team by maintaining positive and open lines of communication. Students, too, are an important part of this team, as teachers work directly with students through telecommunication and K-Mail to provide instruction and develop positive relationships. Conference calls provide a personal venue between teachers, Learning Coaches, and students to discuss each student's academic progress and success.

It is important that students and Learning Coaches communicate honestly and openly with teachers so that teachers can effectively serve their best interests and ensure success at UTVA.

POLICY ON NON-COMPLIANCE WITH COMMUNICATION

UTVA has the responsibility as a public charter school to ensure that its students are learning. This is achieved through communication between teachers, administrators, Learning Coaches and students. Learning Coaches and students are required to stay in communication with teachers. Learning Coaches and students found to be non-compliant with communication policies will be placed on a Success Plan.

Examples of non-compliance with communication policies can be, but are not limited to:

- Teacher and/or administrators are not able to reach student or Learning Coach during a two week period of time.
- Emails and phone calls are consistently not returned.
- Learning Coach and student do not attend scheduled conferences.

CONFERENCES

There will be several times throughout the year that learning coaches, students, and teachers will need to discuss student progress and achievement. These conferences will most likely be held over the phone and will be for the purpose of aiding student achievement. Learning

coaches and students are expected to return phone calls as soon as possible if a call from the teacher is missed.

PHONE CALLS

Phone calls along with emails are a primary communication tool for teachers and administrators at UTVA. Below are some general guidelines that need to be followed:

- The Learning Coach will answer phone calls from teachers and other UTVA staff
- The Learning Coach will return phone calls in a prompt manner

SCHOOL EMAIL

School Email, powered by Microsoft Office 365 (O365), is a mail system provided to students and school staff. To view your issued school email address, log into TotalView School with your administrator or teacher account, and select **Edit My Profile**. Your email address is provided in the **School Email field**

The screenshot shows the 'My Account' profile page in a web browser. The page is titled 'My Account - Internet Explorer' and the URL is 'https://totalview.school.k12.com/cgi-bin/WebObjects/TotalViewVA.woa/1/wo/ZZJIGNsLy2feVcUucwbxWw/0.0.17.7.1.0.0#1469883144878'. The page is divided into two main sections: 'Personal Information' and 'Contact Information'. The 'Personal Information' section includes fields for User Name (kjarvis), Password, Confirm Password, Security Question (Name of your school?), Security Answer (K12), and School Email (kjarvis@k12schooldemo1.org). The 'Contact Information' section includes an Address field (2300 Corporate Park Dr, Herndon, Virginia 20171, UNITED STATES) and a list of links to update the address: Virtual Academies and International Academies, Virtual School Programs, and Independent Study. The 'School Email' field is highlighted with a red box.

School email can be accessed through several different avenues. When trying to access school email through the web, Outlook, or on a mobile device, remember that the username is the email address, and the password is the OLS/TVS password.

1. In the OLS and in TVS
2. On the web, by logging into <http://portal.office.com>
3. By adding the email account to Outlook
4. By adding the email account to a mobile device

School email addresses are issues to school staff and students. They are not issued to learning coaches. Learning coaches will receive school mail at the email address provided in the LC account (Ex. a Yahoo, Gmail, or Hotmail account). Learning coaches can validate/update the email address on file in the My Account area of the OLS.

STUDENT AND LEARNING COACH CODE OF CONDUCT

UTVA students are subject to the rules and restrictions implemented by Utah Virtual Academy and the Student Code of Conduct: Acceptable Use Guidelines for the Internet. Students enrolled in UTVA should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

ACCEPTABLE USE GUIDELINES FOR THE INTERNET:

- Posting anonymous messages online is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Students must use only their own user names and passwords, and must not share these with anyone.
- Students may not interfere with other users' ability to access UTVA or disclose anyone's password to others or allow them to use another user's account.
- Students are responsible for all activity that is associated with their usernames and passwords.
- Students should change their password(s) frequently, at least once per semester is encouraged.
- Students must not publicly post their personal contact information (address and phone number) or anyone else's.
- Students must not publicly post any messages that were sent to them privately.
- Students are not allowed to download, transmit or post material that is intended for personal gain or profit, non-UTVA commercial activities, non-UTVA product advertising, or

political lobbying on an UTVA owned instructional computing resource.

- Students may not use UTVA instructional computing resources to sell or purchase any illegal items or substances.
- It is not allowed to upload or post any software on UTVA instructional computing resources that are not specifically required and approved for student assignments.

INAPPROPRIATE BEHAVIOR:

UTVA does not tolerate inappropriate student behavior. This includes, but is not limited to the following:

- Insults or attacks of any kind against another person.
- Use of obscene, degrading, or profane language.
- Harassment (continually posting unwelcome messages to another person) or use of threats.
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing “spam” mail, chain e-mail, viruses, or other intentionally destructive content.

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

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

Nothing in this policy negates any obligation the student and Learning Coach have to use the instructional computing resources as required in the Use of Instructional Property Agreement ("Agreement") the Learning Coach or guardian signed as part of the student's enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

VIOLATION CONSEQUENCES:

- Removal of student access to UTVA instructional computing resources, which could result in his/her inability to complete learning activities.

- Suspension or expulsion from UTVA.
- Involvement with law enforcement agencies and possible legal action.

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

RETURNING SCHOOL PROPERTY

UTVA provides books and other curricular supplies. These materials are school property and must be kept in good condition.

Learning Coaches are responsible for the repair or replacement of all lost, stolen or damaged school property.

A list of property that must be returned is provided to Learning Coaches. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted and unauthorized copying of that material is a copyright infringement.

Materials cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school.

Learning Coaches are to comply with this policy and all the terms and conditions of the *Agreement for Use of Instructional Property* submitted with the enrollment materials.

ONLINE SCHOOL (OLS)

The Online School is designed to collect and record data that reflects the academic progress of our students. Therefore, the online school will be used to enter student attendance, complete lessons & corresponding assessments.

INTRODUCTION TO ONLINE LEARNING COURSE

Families new to UTVA are required to complete the K¹²® course entitled Introduction to Online Learning. This course will appear in the student's daily plan in the Online School and will be the first course that the Learning Coach and the student complete together. The course is intended to be completed during the first three days of school, so the students & the Learning Coach have a better understanding of how to use the Online School for the rest of the year. During

this time the Learning Coach and student will:

- Receive instructions about how to best use the Online School (OLS)
- Review daily attendance and login requirements
- Learn how to use the synchronous tool Class Connect
- Receive an introduction to all courses
- Get directions on communicating with the teacher via our internal mail system called Email

STUDENT ACCOUNT

UTVA requires all students in the middle school to create a student account that is separate from the Learning Coach login. The student account prevents student access to the answer keys, assessments, and other sections intended to be supervised by the Learning Coach while permitting access to the independent student material.

LEARNING COACH ACCOUNT

The Learning Coach account is used by the designated Learning Coach and not by the student. The Learning Coach account is used for many tasks including the following:

- View the daily and weekly schedule that are setup of the student
- Log daily attendance of the student
- Communicating with UTVA staff
- Checking on a student's progress
- Checking on a student's grades
- Finding resources including curriculum to help you and your student

Under no circumstances should the student be given the Learning Coach login information or be allowed to access the OLS using the Learning Coach account. Teachers who suspect a student has gained access to the OLS via the Adult Login will immediately notify the Learning Coach. If the teacher is unable to make contact with the Learning Coach, the teacher may reset the password and user name on the Learning Coach account.

OBJECTIONABLE MATERIALS POLICY

There may be times a Learning Coach will find certain lessons, books, or materials objectionable for various reasons. Teachers will work with Learning Coaches to find alternative lessons to meet the lesson objectives. The assessment for the lesson must be completed to show that the objectives have been met.

ATTENDANCE, TRUANCY, AND WITHDRAWALS

Utah Revised Statutes 15-901(A)(2) requires all public schools offer a minimum of one-hundred-eighty (180) days of instruction between July 1 and June 30. Additionally, statute requires a minimum number of instructional hours by grade level:

Grade Level	Days	Yearly Hours	Required	Daily Hours
Kindergarten	180	450	12.5	2.5
Grade 1	180	810	22.5	4.5
Grades 2-5	180	990	27.5	5.5

HOW IS ATTENDANCE TAKEN AT UTVA?

Student attendance is counted by the days the student logs into the student account and also by the hours of school work logged by the learning coach.

Attendance from logging into the school is taken Monday through Friday. UTVA students may log into the online school on the weekend to work through the curriculum, but this will not count towards attendance.

Attendance is counted both by the days and hours of school work marked. If your student has attendance marked every day but it is below the minimum number of hours those hours will accumulate to become days of absences. In addition, if a student consistently does more hours than the minimum required those additional hours do not add up to additional days. Attendance needs to be marked for at least 180 separate days during the school year, Monday through Friday, and the cumulative hours must add up to amount of hours required in the student's grade level.

ATTENDANCE AND COURSE PROGRESS

Attendance logged in the OLS must reflect the progress made in the courses. If attendance does not match the progress, teachers have the option of requesting that a designated administrator remove the attendance not connected to OLS progress.

Please also note that if a student fails to submit work samples, the designated administrator will delete hours logged for those certain objectives until the objectives can be verified. This deletion of hours can put the student in jeopardy of becoming 10 consecutive days behind

in attendance. The student would then be considered excessively absent.

Too little progress with a lot of attendance hours.
Not acceptable

Progress is closely aligned with attendance hours. This shows lessons are being competed.
Acceptable!

If less than 5.5 hours of attendance is marked every day, the student will fall below the minimum number of education hours required by the State of Utah.

If your student has attendance marked every day, but it is below the minimum number of hours, those hours will accumulate to become days of absences:

Example: Total Daily Attendance Hours Logged for One Week

Below Daily Attendance Hours	Adequate Daily Attendance Hours
Monday: 3.5	Monday: 5.5
Tuesday: 4.0	Tuesday: 5.5
Wednesday: 3.0	Wednesday: 5.5
Thursday: 5.5	Thursday: 5.5
Friday: 3.5	Friday: 5.5
Total Hours: 19.5	Total Hours: 27.5

The student is short 8 hours of attendance for this week, or 1 day and 2.5 hours.

Attendance needs to be marked for at least 180 separate days during the school year **and** the cumulative hours must add up to at least 990 hours.

Attendance Ideas

“What can I do right now, without my materials?” Or “We are having a hard time getting enough hours each week.” Or “What counts as attendance?” [Here are some ideas](#)

What if we don't have access to the internet for several days?

Students are required to attend school even if you lose access to the internet. If this happens call your student's homeroom teacher immediately for suggestions. Possible solutions include having your student work from a library computer or a computer at a relative's house.

What if we forget to request an excused absence?

Call the attendance clerk within 5 days after the unexcused absence occurs. Request the excused absence. Call the homeroom teacher to set up a plan for your student to complete the missed assignments so your student doesn't call behind in the course.

EXCESSIVE ABSENTEEISM

As a public charter school, Utah Virtual Academy is required to monitor student attendance in accordance with all applicable statutes and Utah State Board of Education Rules. UTVA students are considered excessively absent if no attendance is logged for 5 consecutive school days (without a legitimate excuse), or at a rate that is 5% or more below the required threshold by grade level for the number of days the student has been enrolled.

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

1. K-8 teachers will send an email or conduct a phone conference informing Learning Coaches that their student is in danger of being absent for 5 or more days, or if the attendance is 5% less than the time mandated by state requirements.
2. Failure to respond to teacher within 24 hours and/or failure to make up missing days and hours could result in student being withdrawn or expelled due to excessive absenteeism. Should this happen, a letter is sent to the Learning Coach via e-mail and certified mail that notifies the Learning Coach that the student has been withdrawn from UTVA due to excessive absenteeism.
3. Students withdrawn from UTVA for excessive absenteeism will be allowed to re-enroll one time with permission from UTVA administration. Students re-enrolling after excessive absenteeism will be placed on a re-enrollment plan.
4. If a family does not fulfill the re-enrollment plan, the student is withdrawn from UTVA for a second time and no longer eligible for re-enrollment.

ATTENDANCE PROCEDURES

1. The learning coach must log into the OLS every day to log hours.

8utva's Attendance Total days missing for all students: 2302 [View](#)

Tuesday, July 1, 2014 Missing Days: 250 [View](#)

You can edit attendance you've entered today until midnight tonight. Any attendance you've entered before today cannot be edited. Click the Auto-Enter drop-down to automatically enter zeroes for all of today's attendance. Click Save before printing attendance.

Courses	Enter Time	Totals-To-Date
Intermediate Mathematics C		0
MS Algebra I UT		0
MS Pre-Algebra 8		0
MS Pre-Algebra UT 8		0
Math 8 - Algebra		0
Literary Analysis and Composition: Composition		0
Literary Analysis and Composition: Composition^A		0
Literary Analysis and Composition: GUM		0
Literary Analysis and Composition: Literature^A		0

Totals: Total Days in School: 0 day(s) Time: 0 0

[Print Attendance](#) [Save](#) [Restore](#) [Close](#)

- If your student takes the day off please mark a "0" for at least one class.
2. Click on the Attendance tab in the Learning Coach account:

TODAY'S TO DO LIST Wednesday, June 17, 2015

-  **Attendance**
Enter Attendance (2302 missing days)
-  **Class Connect**
See Upcoming Class Connect Sessions
-  **Advance Prep**
Check Upcoming Advance Prep

3. Get the date at the top of the Attendance window. If you are not missing any attendance, the current date will appear. If you are missing attendance, the first day of missing attendance will show up.

- Add hours in the subjects the student worked in that day.

8utva's Attendance Total days missing for all students: 2302 [View](#) ▼

Wednesday, June 17, 2015 Missing Days: 250 [View](#) ▼

You can edit attendance you've entered today until midnight tonight. Any attendance you've entered before today cannot be edited. Click the Auto-Enter drop-down to automatically enter zeroes for all of today's attendance. Click Save before printing attendance.

Courses	Enter Time	Auto-Enter ▼
Intermediate Mathematics C	1 hr	0
MS Pre-Algebra 8		0
Math 8 - Algebra		0
Literary Analysis and Composition: Composition	1 hr	1 hr
Literary Analysis and Composition: Composition^	1 hr	1 hr
Literary Analysis and Composition: GUM		0
Literary Analysis and Composition: Literature^		0
Literary Analysis and Composition: Vocabulary	15 min	15 min
Advanced Physical Science	1 hr	1 hr

Totals: Total Days in School: 2 day(s) Time: 5 hrs 5 hrs 45 min

[Print Attendance](#)

[Save](#) [Restore](#) [Close](#)

- You may count computer and book time.
- Need additional assistance? Watch our [Logging Attendance](#) video.

TRUANCY

Failure to respond to UTVA regarding missing attendance within 24 hours and/or failure to make up missing days and hours could result in student being withdrawn or expelled due to excessive absenteeism, truancy. Should this happen, a letter is sent to the Learning Coach via e-mail and mail that notifies the Learning Coach that the student has been withdrawn from UTVA due to excessive absenteeism.

Students re-enrolling after excessive absenteeism are required along with the learning coach to have a conference with the principal. Students re-enrolling after excessive absenteeism will be placed on a re-enrollment plan.

If a family does not fulfill the re-enrollment plan, the student is withdrawn from UTVA due to excessive absenteeism for a second time and no longer eligible for re-enrollment.

Students that are withdrawn from Truancy will be reported to either juvenile court or the learning coach will be reported to their County District Attorney.

- Students 12 and older: If attendance is NOT logged for 5 unexcused days your student will be placed on a truancy list.
 - Failure to update attendance could result in a referral to juvenile court for habitual truancy.
 - After 10 days of unexcused absences the student may be withdrawn from UTVA for truancy.
- Students 11 and younger: If attendance is NOT logged for 5 unexcused days your student will be placed on a truancy list.
 - Failure to update attendance could result in a referral to their County District Attorney for accountability measures.
 - After 10 days of unexcused absences the student may be withdrawn from UTVA for truancy.

ABSENCES

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

EXCUSED ABSENCES

According to the Utah Compulsory Attendance Laws (Utah Code 53A-11-101-105), parents and students are responsible for regular school attendance. Occasionally a student must be absent from school for reasons which are acceptable to the school and the courts, such as illness, medical appointments, family emergencies, or a death of family member or close friend.

ABSENCES UNDER 2 DAYS

If you need to excuse an absence for your student the parent must either call 801-262-4922 ext. 205 to notify the attendance clerk or submit the following survey:

www.tinyurl.com/utvaattendancesurvey

ABSENCES OVER 2 DAYS

Students that are going to be absent more than 2 days need to create a plan with the homeroom teacher so that the student doesn't fall behind. This plan may require the student to turn in work before the absence or turn in the work by a certain date after the absence. Failure

to follow this plan will result in the school removing the excused absences causing the student to have unexcused absences.

If the absence is 3 days or more, please notify your homeroom teacher via a phone call.

If you are going to be absent more than 3 consecutive days, you should do one of the following:

1. Call the attendance clerk (801) 262- 4922 ex. 205
2. Fill out the attendance interruption form at this link:
www.tinyurl.com/utvaattendancesurvey
3. Call your student's homeroom teacher to set up a plan
4. Follow the plan so your student doesn't fall behind in the course

ILLNESS/EXTENDED INABILITY TO PARTICIPATE

If an unexpected situation should arise and there is an extended leave of three days or more needed from courses, students must follow these steps:

1. Determine if Internet access is available (through libraries, etc.).
2. Immediately contact teachers and the academic advisor to explain the situation.
3. Report the problem to your homeroom mentor.

WITHDRAWING STUDENTS

Learning Coaches of students who are withdrawing from Utah Virtual Academy, must contact their homeroom teacher, and notify him/her of their desire to withdraw. K¹²® contacts Learning Coaches to schedule an exit interview and to arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in collections action.

ADMINISTRATIVE WITHDRAWALS FROM UTVA

Students may be removed from UTVA due to truancy or from a policy violation. Any student who has been administratively withdrawn must be approved for re-enrollment by the principal and Head of School. Parents may appeal the withdrawal decision to the principal or Head of School. The decision of the administrative team is final.

PARENT INITIATED WITHDRAWALS FROM UTVA

Learning Coaches of students who are withdrawing from the Utah Virtual Academy must contact their UTVA teacher and notify him/her of their desire to withdraw and the next step of

the student's academic plan. K12 contacts Learning Coaches to schedule an exit interview and to arrange for the return of all school equipment and materials.

Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

ASSESSMENTS

Students at UTVA participate in both formal and informal assessments. Informal and formal assessments are a regular part of teaching and learning. They provide important information for students, parents and teachers about student progress and academic achievement.

This section covers the following assessments: iReady, CIA, DIBELS, and SAGE Summative.

COMMON INTERIM ASSESSMENTS (CIA)

WHAT ARE THE COMMON INTERIM ASSESSMENTS?

The UTVA Common Interim Assessments are interim assessments. These checkpoints are a form of assessment that UTVA staff use to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to performing well on future assessments.

UTVA teachers use interim assessments to identify concepts that students are struggling to understand, skills they are having difficulty mastering, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

WHO TAKES THE COMMON INTERIM ASSESSMENTS?

All students at UTVA participate in the Common Checkpoints. Most teachers at UTVA factor the Common Checkpoints into part of the participation grade on report cards.

Grade	Math	Language Arts and/or Reading
Kindergarten through 3 rd Grade	COMMON INTERIM ASSESSMENTS	DIBELS Progress Monitoring Students identified as reading below grade level
4 th and 5 th Grade	COMMON INTERIM ASSESSMENTS	COMMON INTERIM ASSESSMENTS

COMMON INTERIM ASSESSMENTS DATES

Common Checkpoints typically occur once every six weeks.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

WHAT IS DIBELS?

DIBELS are a set of standardized measures for assessing the acquisition of early literacy skills from kindergarten through 3rd grade. DIBELS is comprised of six measures that function as indicators of the essential skills that every student must master to become a proficient reader.

The DIBELS measures are brief, and are used to regularly monitor the development of early literacy and early reading skills. DIBELS was designed for use in identifying students experiencing difficulty in the acquisition of basic early literacy skills, in order to provide support early and prevent the occurrence of later reading difficulties.

Topic Assessed	Grade Level
First Sound Fluency (FSF)	Kindergarten
Letter Naming Fluency (LNF)	Kindergarten, Early First Grade
Phoneme Segmentation (PSF)	Kindergarten, Early First Grade
Nonsense Word Fluency (NWF)	Kindergarten, First to Early Second Grade
DIBELS Oral Reading Fluency (DORF)	First – Third Grades
DAZE	Third Grade

WHO TAKES THE DIBELS ASSESSMENT?

All students Kindergarten through 3rd grade are required to take the DIBELS assessment.

BENEFITS OF COLLECTING AND USING DIBELS DATA

- Establishes fall, winter, and spring universal screening data
- Identifies students who may be at risk for reading difficulties
- Assists teachers in identifying areas to target instructional support
- Monitors at-risk students while they receive additional, targeted instruction
- Examines the effectiveness of your school's system of instructional supports

SAGE SUMMATIVE

WHAT IS SAGE SUMMATIVE?

The Student Assessment of Growth and Excellence (SAGE) is a collection of computer-adaptive assessments given to Utah students beginning in grade 3. SAGE assessments provide questions that assess students' ability to apply higher-order thinking skills and better emulate real tasks students may encounter in education and in life.

SAGE assessments were developed through a joint effort on the part of Utah teachers, parents, test development experts, and the Utah State Office of Education. SAGE assessments provide information to assist in determining students' educational progress towards being ready for college and careers upon completion of secondary school.

The SAGE Summative must be completed at a UTVA testing location. This assessment cannot be completed at a student's home.

Tested Subjects

The SAGE assessments are assessments that measure what students know and can do in relation to the Utah Core Standards in English Language Arts (ELA), Mathematics, and Science.

- ELA grades 3–11, Writing, Reading, Language, and Listening
- Mathematics grades 3–8 and Secondary Mathematics I–III
- Science grades 4–8, Biology, Earth Science, Chemistry, and Physics

WHO TAKES THE SAGE SUMMATIVE?

All students in grades 3 through 11 at UTVA take the SAGE Summative Assessment.

Subject	Grade/Course
ELA	3-11 Writing
	3-11 Reading, Language, and Listening
Math	3-8 Math
	Secondary Math I, II, III
Science	4-8 Science
	Biology
	Earth Science
	Chemistry
	Physics

TESTING LOCATIONS

UTVA provides testing locations around the state of Utah. UTVA staff will notify learning coaches and students about the assigned testing locations via email at least two weeks before the testing date.

SAGE SUMMATIVE DATES

SAGE assessments are administered towards the end of the school. Students should expect to participate with SAGE testing during the months of April through May. UTVA staff will provide specific SAGE testing dates later in the school year.

PRACTICE TESTS AND TUTORIALS

The State of Utah provides practice tests and tutorials for students. The purpose of the Utah SAGE Training Tests is to familiarize students with the design, format, and procedures for answering different types of items that will be included in the SAGE Summative assessments.

<http://sageportal.org/training-tests/>

RESULTS

UTVA will provide SAGE results after the results are made available by the State of Utah. If your students attended UTVA and completed the SAGE assessment as a student at UTVA and you did not receive the results, please notify your student's homeroom teacher. The homeroom teacher run an Individual Student Report and Email the results to you.

This brochure will help you understand the scores and information provided to you on the Individual Student Report. You can also contact your student's homeroom teacher to discuss your students SAGE results.

- <http://schools.utah.gov/assessment/SAGE/ParentBrochure.aspx>

SAGE RESOURCES

The Utah State Office of Education provides resources and tools for parents of students. For more information about this assessment, please visit the following websites:

- <http://www.schools.utah.gov/sage/default.aspx>
- <http://schools.utah.gov/assessment/SAGE.aspx>

GRADES AND PROMOTIONS

PROGRESS REPORTS

The purpose of the progress report is to inform students and parents of the student performance in their individual courses. It provides students and parents a clear picture of where their student progress is at in reference to the course pacing guide and assigned work. Progress reports contain the student's progress in a course.

Progress reports are sent the first Tuesday of each month. They are emailed by the student's homeroom teacher.

REPORT CARDS

Report cards at UTVA communicate a student's performance academically.

Report cards are mailed to learning coaches a week after the end of every quarter.

MISSING REPORT CARDS

If you don't receive a report card after the end of the quarter contact your student's homeroom teacher. The homeroom teacher can generate another copy of the report card and Email it to you.

WHAT IF I DON'T AGREE WITH A GRADE?

If you feel a grade is unfair, contact the homeroom teacher for more information. Be matter-of-fact in your approach. Don't promise your child that you'll get the grade changed; instead, say that you'll help figure out what went wrong. Once you've discussed the situation with the teacher, the three of you can work together to put an improvement plan in place.

Include your child in a parent-teacher conference. Expect the teacher to pull out samples of class work, tests, and quizzes and show you the grade book.

THE RIGHT — AND WRONG — WAY TO REACT

Even in a sea of As and Bs, disappointing marks always stand out. Here's some advice on how to handle the academic news:

- First, be enthusiastic about whatever's good. Acknowledge the positive. Even if there's only one A, say something like, "Wow, you did really well in art."
- Deal with bad marks in a caring and calm manner. Talk together about the report card, and help your student come up with an improvement plan. Ask your child what they going to do to bring up low marks, and support your child's efforts. They're your child's grades and your child needs to take responsibility for them.
- Never use a report card to be punitive.
- Instead, figure out what motivates your child and provide incentives. Some parents get results by threatening to take away extracurricular activities or computer access. Others promise gifts or pay for achievement. A better approach is to establish some goals and reward improvement, not necessarily As. Acknowledging effort with an outing to the movies or a game of checkers might be all it takes. For students whose hard work still falls short, be sure to applaud the effort.
- Finally, convey to your child that school is important. Post her work on the refrigerator. Keep papers she is proud of in a portfolio; print it out and save it. Tell your student that in your family hard work and good effort are valued most.

GRADING SCALE:

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%

ONLINE SCHOOL PROGRESS

OLS Progress is based on the mastery of lessons and assessments in the OLS. OLS progress is calculated by how close the student's progress is to the required quarterly goals. Homeroom teachers will provide all students their progress goals in the form of an Individualized Learning Plan (ILP). Within the UTVA program, every child can progress through the curriculum at his/her own pace as long as he/she is meeting the minimum progress requirements. Students are expected to complete 2.5-3% progress each week (approximately 10% each month) in core subjects of English (all subcategories such as spelling, vocabulary, writing, etc.), math, and science. For History, students need to complete 7% per month and 5% in art. Music, PE, and foreign languages are optional courses. Progress is pro-rated based on a student's start date. UTVA teachers will send out Individualized Learning Plans (ILP) which will show the progress expectations and actual progress for your student. This ILP can be sent anytime upon your request to your homeroom teachers.

Completing the lesson assessments in a timely manner is required for the OLS progress grade. In order to get full points on the OLS progress, the student must be caught up to the course pacing guide. If a student falls behind, they are required to contact the course teacher immediately so that they can work out a plan.

CLASS ATTENDANCE

Class attendance is essential to student success in UTVA. To fulfill this requirement students must attend live class connect sessions, watch a recording of a live class (complete the attendance survey and other requirement as stated by classroom teacher), or watch a flipped recording. **Any special circumstances need to be discussed and approved by the student's homeroom teacher and administration.**

WORK SAMPLES

All students at Utah Virtual Academy are required to submit work samples each month in Math and Language Arts. Work Samples provide homeroom teachers with valuable information about student abilities and comprehension of the curriculum.

Work samples are assigned by either the content specific teacher or the homeroom teacher. The teacher will explain the work sample requirements and how the student is to submit the work samples.

WHERE TO FIND THE WORK SAMPLE ASSIGNMENTS

K5 teachers will notify students about work samples each month through the following

communication:

- K5 Teacher Work Samples website
 - <http://utvak5.weebly.com/work-samples.html>
- Teachers will Email students at the beginning of the month with the worksample assignment

WORK SAMPLE DUE DATES

Work Samples are due the last school day of the month.

GRADING POLICY

TIMELINE FOR GRADED ASSIGNMENTS

Student assignments will be graded and returned with feedback within 3 to 5 business days.

GRADING SCALE

Grades for Report Cards using the following scale:

A	90-100%	C	70-79%
B	80-89%	D	60-69%

LATE WORK POLICY

The following is K5's late work policy:

All assignments are due on the schedule due date set by the either the homeroom or course teacher. Assignments submitted after 1 week and thereafter will be docked 25%, this is 5% for each day the assignment is late. Assignments submitted after the last day of the block will not be accepted.

Any exceptions to this policy must be approved in writing by the principal.

ACADEMIC ADVANCEMENT

At Utah Virtual Academy we understand that our school is academically rigorous. Meeting the challenge of completing one year of course work in this model can be demanding. Our certified teachers are here to assist Learning Coaches and students to meet the associated challenges. Learning Coaches may utilize their expertise as they progress through our program.

Academic achievement through content mastery is the cornerstone of Utah Virtual Academy

and the K¹²® curriculum. UTVA understands that children do not learn at the same rate or in the same manner. The program offers families flexibility in scheduling and instructional strategies. UTVA 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.

MID-YEAR COURSE PROMOTIONS

It is the goal of UTVA to allow students to advance to the next course level at any time of the year up to the end of March. Should time permit, our goal is for each student to complete 100% progress in each course. With this in mind, mid-year course promotions are not ordered until a student has achieved at least 90% mastery of a course.

Sufficient progress in all courses is expected before course level advancement in one area may be considered. Students must be on grade level in language arts and math before being considered for promotion in other subjects. Work samples also must be current and teachers may request additional samples for verification of mastery. Advancement of a student from one course level to the next requires the approval of UTVA administration. K-8 teachers will submit the proper paperwork to obtain course level approval.

END-OF-YEAR COURSE PROMOTIONS

Utah is a “force promotion state.” This means students will be promoted to the next grade level at the end of each school year. Due to this policy, students are strongly encouraged to complete their curriculum at least to the minimum requirements for promotion, thus preparing them for the next school year.

Parents will discuss their end of the year course promotion concerns with their homeroom teacher. Teachers can escalate the concerns to the Principal as needed. Homeroom teachers list course promotions at the end of May each year. This will trigger return materials information from K12, and prepare to send materials for the next courses ordered.

K-8 students are automatically promoted to the next courses based on the Utah Core Standards, and K¹² course progression. Students completing their 8th grade school year will meet with a high school counselor to prepare for 9th grade. There they will learn state and K¹² requirements, as well as choose appropriate classes for the next school year.

ASSESSING OUT OF CURRICULUM

Your student is encouraged to assess out of curriculum already mastered. In doing this, your student takes the lesson, unit or semester assessments and if he/she achieves a score of 80% or

higher, the student may move on to the next lesson/unit. As a student assesses out of the curriculum, learning coaches will mark the “assessed out” lessons in the unit as skipped and move on to the next unit. When a student encounters a unit in which he/she is no longer mastering the objectives, at 80% or more, he/she should begin working through individual lessons in this unit.

It is important while doing this the student is completing a minimum of one unit test or lesson each day, with an average of 5 lessons a week. If he/she assess out of a unit on Monday, this would count as one lesson and he/she would start on lesson 1 of the next unit on Tuesday, and on. Students are given credit for the lessons skipped towards course promotion, but skipped lessons do not count toward progress goals and report card grades. To ensure continual growth, consistent progress at an average rate of 5 lessons per week is needed to meet progress goals.

SKIPPING FOR NEW STUDENTS

For all students that are newly enrolled after the school year has begun, the student will start their course work where the class is currently at in the pacing guide. It is understood that the student has already received instruction for all previous lessons while enrolled at the previous school. This will help the student to be ready to participate with Class Connect sessions and not fall behind. This ‘skipping forward’ will automatically take place by the homeroom teacher upon initial contact. There are few exceptions to this rule. Please discuss such exceptions with your homeroom teacher.

STUDENT PROGRESS AND ASSESSMENTS

UTVA teachers monitor student progress based on the Online School (OLS), class attendance and participation, teacher graded assignments (work samples), and other required assessments.

Progressing in a course is different from promoting in a course; final course promotions and marks are determined by the teacher. Within the UTVA program, every child can progress through the curriculum at his/her own pace **as long as he/she is meeting the minimum progress requirements.**

CONFERENCES

ILP CONFERENCES

THE ILP EXPERIENCE OVERVIEW

Homeroom teachers provide all students their progress goals in the form of an Individualized Learning Plan (ILP) on a quarterly basis.

These goals are designed to both clarify and guide the student's learning experience while motivating the student and increasing the likelihood of high academic achievement.

Progress goals are based on a student's enrollment date, and these goals are written to ensure a student meets or exceeds standards.

STUDENT CONNECTION CALLS WITH THE HOMEROOM TEACHER

During your student's connection call to UTVA the homeroom teacher will introduce the ILP. Student connection calls with returning students are completed from August 10th through 21st. Connection calls for new students are complete within the student's first two weeks at UTVA.

THE ILP CONFERENCE AND ILP DOCUMENT

Homeroom teachers have ILP conferences with every student as part of the Parent Teacher Conference.

During the conference the student, learning coach, and teacher create academic and personal goals for the student. The ILP document captures these goals.

FAMILY ACCESS TO THE ILP DOCUMENT

Homeroom teachers will Email a copy of the ILP document to the student and learning coach the day of the ILP conference.

PARENT TEACHER CONFERENCES

Learning Coaches and students are required to participate in Parent Teacher Conferences twice a year if student is on track. If student is not on track, Learning coaches are required to participate in quarterly conference calls with their UTVA teacher.

Parent Teacher Conferences take place in Class Connect, our online classrooms.

The Learning Coach will notify his/her teacher(s) of conflicts in advance and make arrangements to reschedule the conference.

Additional conferences to review student's progress and attendance may be scheduled throughout the school year.

Students are required to attend all conferences unless the teacher specifies the student not be present for a conference.

Learning Coaches are expected to participate in conferences as equal team members. Conferences should be scheduled at a time when there is a minimum of distraction. Adults should be able to discuss their student's progress and have any questions ready. As questions or concerns arise between scheduled conferences, Learning Coaches should contact the general or special education teacher for assistance in order to facilitate consistent progress.

ACADEMIC INTEGRITY & SUCCESS PLANS

UTVA makes every effort to work with all students to be successful in their courses. UTVA has designed the following policies in Academic Integrity to ensure students are making satisfactory and valid academic progress towards promotion. If students violate any of the academic integrity policies below, a plan for their success will be created by the homeroom teacher and FAST team.

FALSE ATTENDANCE AND PROGRESS POLICY

The State of Utah, when issuing public funds to UTVA, does so in good faith that enrolled students are in fact making regular and appropriate academic progress. The Online School is designed to collect and record data that substantiates the academic progress of UTVA students. Students found to be falsifying attendance and/or progress (cheating) will be placed on a Success Plan.

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

- Entering progress and/or lesson assessments for work not actually completed.
- Not completing written work in provided K¹²® materials. Content teachers may ask for a scanned/typed version of written work completed by the student to check accuracy of progress.
- Progress that does not match attendance. Attendance should reflect work completed in OLS.

- Students using the Learning Coach’s account to access the OLS curriculum, lessons, assessments, unit assessments, and Email or any other OLS component.
- Student has taken the same assessment multiple times within a short time frame in order to retrieve correct answers from OLS “Review” option.
- There is a difference between work sample quality, Study Island assessments, and OLS progress. If a student is mastering a concept, he or she should be able to duplicate this mastery on work samples and/or Study Island assignments.
- Mass amounts (10 or more) of lessons being marked complete in a day with or without assessment mastery. Student is moving very quickly through lessons and mastery cannot be verified.
- Student is not completing mid-unit assessments and unit assessments before moving to the next unit.

Please note that progress and/or attendance logged under suspicious circumstances requires verification. If this cannot be verified in a timely manner, progress and/or attendance will be removed by the content teacher or designated administrator.

MISSED REQUIRED CLASS CONNECT SESSIONS POLICY

Students demonstrating academic concerns in any content area will be required to attend live instruction via Class Connect. Teachers will provide students with a schedule of required sessions. Students who fail to attend required Class Connect sessions will be placed on a Success Plan.

MISSING WORK SAMPLE POLICY

Work samples are submitted monthly to teachers and provide valuable insight about student achievement, as well as give teachers an opportunity to provide feedback and suggestions to Learning Coaches and students. Students not submitting work samples monthly will be placed on a Success Plan and their grade will be impacted.

PLAGIARISM POLICY

The definition of plagiarism is: copying or imitating the language, ideas, or thoughts of another writer and passing them off as your own original work. Students who submit plagiarized work will be required to complete Plagiarism Training with their Learning Coach. Plagiarized work will not be accepted for credit and must be resubmitted. Students who submit plagiarized work may be placed on a Success Plan.

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

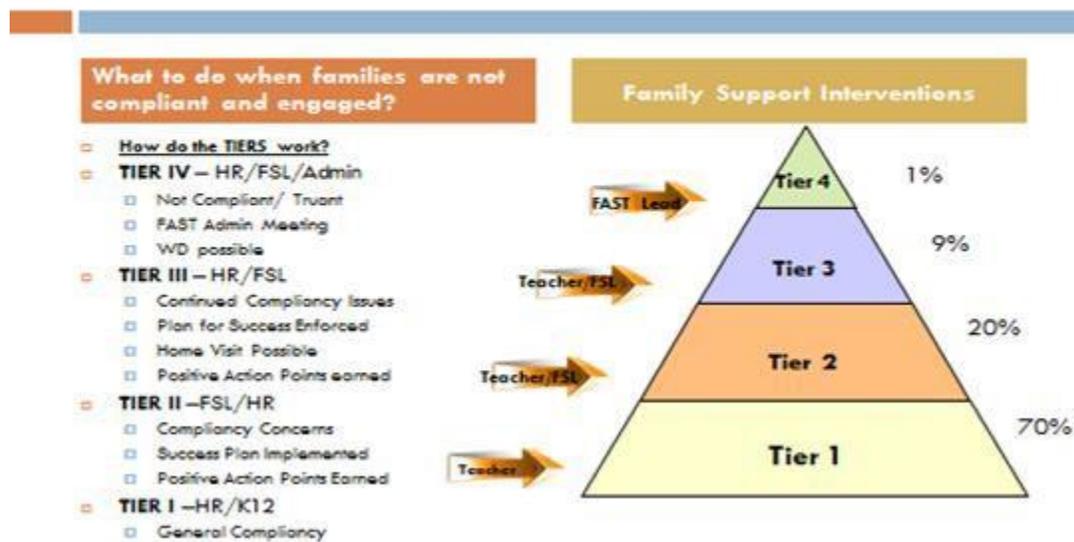
- Copying or rephrasing another student's work.

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

FAST AND ACADEMIC PROBATION

Students who are non-compliant with any of the Academic Integrity policies will be enrolled in our FAST program. Failure to become compliant with school policy will result in student being placed on a Plan for Success. The Plan for Success will be evaluated weekly by the teacher and administrators.

NO Family LEFT BEHIND w/ FAST



THE UTVA FAST PROGRAM

TIER II

- FAST Lead receives the referral and assigns the student via email to a Family Academic Support Team Member
- The FAST member will work with the teacher and Learning Coach to help the student find success at UTVA
- The FAST Member will create a Plan for Success and begin rewarding Positive Action Points (PAPs)

- The FAST Member will share the Plan with the LC and email/email it to the family and homeroom teacher
- A five or ten-day (school days) follow-up meeting will be scheduled with the FAST member and Learning Coach. It may be sooner than the five/ten days if FAST Member feels family needs additional support
- When possible, the teacher should be present in the meetings with these families so they know we are all on the same page
- Physical and Virtual rewards will be sent to students as the Positive Action Points are earned
- If the student is making adequate progress at the end of 10-days, a 20-day follow-up will be scheduled
- If all is well at that point, the referral will be closed and the student will be placed back on Tier I
- FAST member will send this update to the teacher, as well as make notes in Share Point and TotalView School.
- If the student is still not compliant after ten days, they will be moved to Tier III
- If FAST Member is not able to make contact with the family within three days of the referral, a No-Contact letter will be sent to them via USPS, e-mail, and email
- If no response is made within 2 days of the letter being sent, the student will be moved to Tier III and a home visit will be made

TIER III

- If after the 10-day follow up there is no progress, the student will be moved to Tier III
- At this point they will receive a letter explaining what Tier III is and a home visit will be made
- Home visits will occur on a schedule set up by the FAST team member as needed
- Students in Tier III should be assigned by the Homeroom Teachers to attend Learning Support Centers
- If the Learning Coach begins to work with the FAST member, the FAST Member will create the Plan for Success and continue earning Positive Action Points with them and begin the FAST process all over
- If at the end of the plan, the student is making adequate progress, the student will be moved back to Tier I or Tier 2 level (depending if continued support is needed), and the referral will be closed
- If progress is not made, the FSL will move student to Tier IV and begin compliancy contract
- The FAST member will communicate all movement in the FAST process with Homeroom Teacher

TIER IV

- Once a student has been moved to Tier IV, the student will be placed on a Compliance Contract
- Compliance Administrator will make contact to see if there are additional resources that are needed for the student to have academic success
- If the family does not respond to this level of support, a referral will be made to the principal or Academic Director for a conference
- Truant students will be removed from UTVA for violation of attendance policy

PROGRAMS AND ACTIVITIES

Learning Coaches seek to provide the best possible education for their student and often enrich the child's curriculum with extra activities and family trips. These activities may be logged into the student's daily schedule and counted toward his/her mandatory hours of instruction if the activity directly relates to lesson objectives.

K5 STUDENT OUTINGS

To assist parents in providing social experiences for their students, UTVA hosts monthly regional outings throughout the state. These outings may be attended by any student, regardless of the area in which a family resides. It is UTVA's goal to provide quality and educational outings that also promote a social atmosphere. Monthly outings will be posted on the school's webpage and announced in classes.

Outings are face to face student events on a set day and take place regionally throughout the state. Outings provide opportunities for all UTVA students to participate and engage with other students and school staff at a location near them. Outings are held monthly throughout the year.

The purpose of an outing is to provide opportunities for students to develop friendships and a sense of community with other students in the school and to connect with school staff.

DATES

Outings are typically held the 3rd Friday of each month.

COST

UTVA makes a strong effort to provide outings free of cost to enrolled UTVA students. If there is

a cost for students for an outing UTVA will try to minimize that cost.

UTVA does not cover the cost of learning coaches and non-enrolled students, siblings, friends, or other family members.

COMMUNICATION ABOUT OUTINGS

Homeroom teachers provide information about upcoming outings in Emails to students.

The K5 website contains information about each monthly outing.

<http://utvak5.weebly.com/activities.html>

UTVA CLUBS

It is UTVA's goal to foster a sense of community for our families during the school year. In an effort to help families build more meaningful relationships, UTVA offers in-person and online clubs based on students' interests. Clubs meet online and/or at specific locations throughout the state. UTVA teachers facilitate clubs in which students may participate.

Further information about clubs can be obtained by contacting the staff sponsor(s) as well as checking the school announcements for updates and activities.

UTVA Clubs are provided and administered by UTVA staff.

The clubs for K5 include:

- Honor Society
- Literacy Reading
- Journalism
- History
- Other clubs as proposed by staff and approved by administration

For more information about the UTVA Clubs please visit the UTVA K5 Student Club website.

<http://utvak5.weebly.com/clubs.html>

K12 CLUBS

K12 Clubs are provided and administered by K12 staff, not UTVA. If you have questions or concerns about the K12 clubs, please contact K12 Customer Service.

K12 clubs are one hour sessions, one to two times a month from September through May. K12 encourages students to select **no more than 4** of their most favorite clubs. Once a student is

registered for a K12 Club the student will begin receiving Emails from the K12 club teachers and club sessions will appear on the student's Class Connect schedules.

K12 offers many clubs in the in the following categories:

- World Interests
- Language Arts-History
- Math, Science, and Technology
- Hobbies
- Music, Art and Dance
- Success Builders
- Impact the World
- College and Career

For more information about K12 clubs please visit the K12 Student Clubs website at

<http://www.k12.com/k12-student-clubs.html>

UTVA K5 FACEBOOK GROUP

The Community Liaison maintain UTVA regional parent Facebook group. The group is open to UTVA Learning Coaches. All members will be verified before membership is granted. Students are not permitted to join UTVA Facebook pages.

UTVA PTO (PARENT TEACHER ORGANIZATION)

The UTVA Parent Boosters organization is a group of Learning Coaches, parents and guardians who are committed to enhancing the school for the students. Their mission statement reflects that commitment: To empower and encourage UTVA families to make meaningful connections, participate in quality programs, and ensure that UTVA students get all they can out of the virtual school experience. For more information or if you are interested in this group, please visit the UTVA PTO Website <http://utvpto.weebly.com/>.

K5 ADVANCED LEARNERS PROGRAM (ALP)

DEFINITION OF ALP

ALP stands for Advanced Learner Program, which serves our gifted and talented students and our academically advanced students.

The ALP program at UTVA allows ALP students to advance through the K12® curriculum while providing resources and enrichment that ALP's students need. UTVA's goal is to enrich and inspire these students to reach their full potential.

Students are invited to a weekly class and face-to-face settings where they will engage with other advanced learners in project-based learning. These projects challenge our students to develop critical thinking skills, creativity, and to reach their full potential.

ELIGIBLE GRADE LEVELS

The ALP's program at UTVA is for students in grades 1st-8th.

ALP'S STUDENT IDENTIFICATION PROCESS

To be invited to join the ALP's program students must be identified by at **least two** identification factors.

Once a student is identified as a possible ALP's student, an email is sent to the ALP coordinator. The ALP's coordinator contacts the family for a phone interview. The phone interview is the final step in determining if the ALP's program is the correct path for the student.

Identification factors

- **DIBELS**
 - A student has advanced DIBELS scores (K-3rd)
- **Working above grade level**
 - A student is successfully working above grade level in Math, ELA, and/or Science
- **Participation in a Gifted Program at a previous school**
 - A student can show data from previous gifted testing or give evidence that they previously participated in a gifted and talented program at another school
- **Teacher recommendation**
 - A classroom or homeroom teacher has data that shows a student is accelerated in the curriculum and that the student is able to grasp concepts very quickly and has a very deep understanding of learned concepts

CHARACTERISTICS OF AN ALP STUDENT

ALP's students usually have the following characteristics. This can help identify students for the ALP's program. However, these characteristics are not an identification factor.

high motivation	intense interests
strong memory	inquiry skills
problem solving abilities	high level of humor
logical reasoning	imagination/creativity
communication skills	deep insight

At UTVA our ALP’s program serves the need of **two types of students**, Bright Children and Gifted Learners. The following chart helps parents to see if their child is advanced or gifted.

A BRIGHT CHILD....	A GIFTED LEARNER....
• knows the answers	• asks the questions
• is interested	• is highly curious
• is attentive	• is mentally and physically involved
• has good ideas	• has wild, silly ideas
• works hard	• plays around, yet tests well
• answers the questions	• discusses in detail, elaborates
• top group	• beyond the group
• listens with interest	• shows strong feeling and opinions
• learns with ease	• already knows
• 6-8 repetitions for mastery	• 1-2 repetitions for mastery
• understands ideas	• constructs abstractions
• enjoys peers	• prefers adults
• grasps the meaning	• draws inferences
• completes assignments	• initiates projects
• is receptive	• is intense
• copies accurately	• creates a new design
• enjoys school	• enjoys learning
• absorbs information	• manipulates information
• technician	• inventor
• good memorizer	• good guesser
• enjoys sequential presentation	• thrives on complexity
• is alert	• is keenly observant
• is pleased with own learning	• is highly self-critical

INSTRUCTIONAL PLANS

ALP's Instruction

Instruction in the ALP's program is Project-Based Learning. This type of call fosters student research skills and incorporates STEMeducation.

- Monthly opportunities for ALP Discovery Day outings based on the topic of study in class
- Monthly Online Student Symposium/Talent Showcase
- Independent Study Projects
- K12 National ALP Learning Circles
- Parent training in nurturing your advanced child's: hypersensitivity, perfectionism, underachievement, gifted gender stereotypes, highly creative abilities, peer interactions, frustration caused when a child has a wonderful idea but cannot execute it to the level of their physical ability
- It is important to note that the K12 curriculum does not change. The ALP's program supports our ALP students with curriculum acceleration, compacting, and enrichment. Being a part of the ALP's program does not give the students more work, but provides them different learning opportunities.

ALP Students in grades 4-8 also choose one or more of the following classes to add to their weekly schedule:

- Student Newspaper
 - Tuesday from 11:00am to 11:30am
 - Students learn writing skills, keyboarding skills, technology, and basic photo editing
- We the People
 - Wednesday from 11:00am to 11:30am
 - An in-depth Study of the Constitution and Bill of Rights, with discussion questions/writing prompts
- Perennial Math Problem Solving
 - Thursday from 11:00am to 11:30am
 - Students collaborate on challenging/creative math problems and can choose to compete nationally.

STUDENT SERVICES

UTVA is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). The UTVA special education manager assists Learning Coaches in accessing and coordinating services pursuant to a current Individualized Education Plan. Learning Coaches must indicate that their child has an Individualized Education Plan on their enrollment form.

CHILD FIND

The intent of Child Find is that all children from birth through age 21 with delays or disabilities are identified, located and evaluated to receive the supports and services they need.

Public schools and the Utah Baby Watch Early Intervention Program are responsible for "finding" eligible children and providing services needed for them to reach their developmental milestones or meet their educational needs. Parents of students ages 0 to 5 (pre-K) need to contact their local district or the Utah Baby Watch Early Intervention if they suspect their student may have a disability.

When children are "found", they are referred to a specialist to screen their development. The screening helps "identify" any areas of concern that need to be evaluated further. In order to receive early intervention or special education services, a child must be evaluated to confirm they have a delay or disability that falls under state definitions.

If needed, the child is evaluated using state criteria for specific delays or disabilities. If eligible, the Utah Baby Watch Early Intervention Program or a public school district will offer early intervention or special education services according to the child's needs.

- Early intervention supports and services assist families of children who are eligible by helping children ages birth to three years develop to their full potential. In Utah, early intervention services are provided through the Utah Baby Watch Early Intervention Program
- Preschool special education services through local school districts for children ages 3 to 5 provide special strategies to help children reach their developmental milestones
- Special education services through UTVA for school-aged children in kindergarten through the age of 21 provide specialized instruction and services to assist children in the educational environment

RESPONSE TO INTERVENTION (RTI)

UTVA uses Response to Intervention (RtI) as a first level support, to assist in the identification of educational needs within the child find process, and to provide scientifically based interventions for struggling students.

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

Learning Coaches who believe their student has a learning problem should discuss options with their homeroom or instructional teacher.

SPECIAL EDUCATION

Special education services are available to students identified with a disability by an IEP team. An IEP team consists of teachers, the Learning Coach/guardian and oftentimes a school psychologist and/or other related services people and the student.

UTVA follows the requirements of IDEA 2004 and the laws of Utah. We will test students as necessary, and are also required to consider any evaluations, statements of disability, and/or other medical documentation provided the parent/legal guardian.

Students in need of special education support services are those whose disability creates complex learning needs that impact their academic achievement and their ability to make sufficient progress in the general education setting. Services offered may include adaptations and modifications to the general education curriculum, specialized instructional strategies, and adjustments in pacing.

The special education program will vary according to student need. For some students, services are provided through an inclusion program, while for others, full-time special education may be necessary.

UTVA has special education teachers who can provide resource room help, and a self-contained classroom is provided for students with serious involvement. All Special Education services are provided virtually through Blackboard Collaborate, phone and Email. All special education teachers at UTVA are highly qualified.

What to expect:

- Every special education student will be assigned a special education teacher who is part of the teaching team. The special education student will have a team of regular education teachers and a special education teacher to work with and assist the student in making academic gains. The student will be expected to meet regularly with the special education teacher and the other teachers on the teaching team in the Blackboard Collaborate Class Connect online classroom. The Learning Coach will be asked to participate in conference calls
- The special education teacher provides the Learning Coach assistance to modify and adapt the learning environment and curriculum paths for success
- The special education teacher provides direct instruction to students with resource class services in the Blackboard Class Connect
- The special education teacher is available as a resource for instructional strategies, adaptations, and modifications to the curriculum
- The special education teacher will provide a progress report at the end of each semester noting the progress on the student's IEP goals
- Special Education students are required to meet the same attendance policies as their peers. The home environment, one-on-one instruction, and accommodations to the curriculum can help create a learning environment which meets the student's specific needs

RELATED SERVICES

Related services may include occupational therapy, speech and language therapy and physical therapy when it is necessary to the child's ability to make adequate progress in the general curriculum. Related services, placement, and goals are determined by the IEP team. Related services will be provided virtually in most cases. UTVA has web based speech therapy that is overseen by a speech therapist. UTVA also provides therapy through web cams with qualified therapists. Face to face therapy is an option in some cases and generally requires travel to a facility for the therapy.

Related services are provided by independent contractors across the state of Utah. Students are expected to keep all web based and face to face appointments

504 ACCOMMODATION PLAN

The 504 Accommodation Plan is set in place to assist the student with their day-to-day learning challenges that are a result of their disability. In the UTVA learning environment it is a plan that is applied to the student's learning mainly by the Learning Coach. The plan gives the Learning Coach and student the ability to apply accommodations that a regular education student may not be able to apply.

Possible disabilities that can be accommodated by a 504 plan are allergies, ADHD, cancer, epilepsy, eating disorder, diabetes, juvenile arthritis, vision impairment, hearing impairment, bi- polar, residual effects of an injury. There are many physical or mental disability qualifiers.

Learning Coaches who feel their students should be on a 504 plan should contact their homeroom teacher to discuss options.

TITLE 1 SERVICES

UTVA provides Title I services school-wide. Students are placed with grade level specific teachers to meet the unique needs (and state standards) for each grade level. This allows teachers to better meet the needs for remediation and enrichment. Students will have a homeroom teacher in addition to access to Class Connect sessions for their specific curriculum subject areas.

The goal of UTVA is to promote student achievement. We have students who are advanced as well as a growing population of students who need remediation. Focusing on one set of learning goals for a specific grade level allows teachers to most effectively address the needs of all learners.

STATE POLICIES AND LAWS

McKINNEY VENTO ACT

The McKinney Act of 1987, or P.L. 100-77, ensures that each child of a homeless individual, and each homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth. Under the Act, schools are prohibited from delaying a homeless child's entry into school due to delays in obtaining school records. Rules regarding guardianship must be waived for homeless students living with foster parents or relatives other than their legal guardians.

The Utah Virtual Academy can offer school supplies and Title I services to qualifying homeless youth. Determinations of qualifying students are made on a case-by-case basis.

Parents may review the Utah Virtual Academy's Admission of Homeless Children and Youth policy by calling the school office at (801)262-4922.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) provides Learning Coaches and students 18 years of age or older ("eligible students") certain rights regarding the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.
 - a. **Process:** To request an inspection and review, the Learning Coach/eligible student should submit a written request to the Operations Manager that identifies the record (s) they wish to inspect. The Operations Manager makes arrangements for access and notifies the Learning Coach/eligible student of the time and place where the records may be inspected.
2. The right to request an amendment of the student's education records that the Learning Coach/eligible student believes are inaccurate.
 - a. **Process:** Learning Coaches/eligible students may ask the School to amend a record that they believe is inaccurate. They should write a letter to the Operations Manager, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the Learning Coach/eligible student, the School notifies the Learning Coach/eligible student of the decision. The School advises him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the Learning Coach/eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA allows disclosure without consent.
 - a. **Process:** One exception that permits the School to disclose information without consent is when the School discloses information to school officials with legitimate educational interests. A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors of the School; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a Learning Coach or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- b. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202-4605**

5. FERPA requires that the School, with certain exceptions, obtain a Learning Coach's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records.
 - a. However, the School may disclose "directory information" without written consent, the Learning Coach or eligible student, have advised the School in writing that he/she does not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory information is to allow the School to include the following information from education records in certain school publications or disclose it to certain parties. Examples include: shipment of computer and school materials to and from student's home, entry of student enrollment information into a computer database for use by school officials, honor roll or other recognition lists, sports activity sheets, (such as for wrestling, showing weight and height of team members), and school yearbook.
 - b. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a Learning Coach's prior written consent. In addition, federal laws require the School to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless Learning Coaches or eligible students have advised the School in writing that they do not want their student's information disclosed without prior written consent.

The School has designated the following information as directory information: name, address, telephone number, e-mail address, photo, athletic information, honor roll status, grade level, activities and clubs, and awards. If there are certain items the School has chosen to designate as directory information that Learning Coaches/parents or guardians do not want disclosed from their student's education records, without their prior written consent, Learning Coaches/parents or guardians are encouraged to send an e-mail identifying the information they do not want disclosed, the student's name, and the name of the virtual academy or affiliate school in which the student is enrolled to: directoryinformation@k12.com. This e-mail must be sent within 30 days of the first day the student attends school.

I UNDERSTAND AND AGREE

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

- I understand and agree that I am enrolling my student in a public charter school and schooling at home is not homeschooling. My student is unable to be enrolled in any other public school at the same time.
- I will supervise my student in using the K12 curriculum, checking work and verifying understanding after each lesson is completed daily. UTVA does not consider it acceptable to leave a student home alone or unsupervised all day to complete coursework.
- I agree to communicate regularly with our assigned teachers, participating in conference calls and returning Email, emails and phone calls in a timely manner. I will follow the guidance and support of professional teachers in implementing the UTVA program with my student.
- I agree that my Email account needs to be reviewed daily and contains information from the teacher that I need to be aware of. If I do not understand the information, it is my responsibility as a Learning Coach to contact the teacher and ask for clarification.
- I understand and agree that my student will have monthly work samples and weekly assignments due which must be submitted on-time regardless of technical issues.
- I understand and agree that there are student progress requirements which must be met weekly. Teachers will consider this progress as well as other requirements completed (i.e. work samples, Class Connect attendance) when making student advancement decisions.
- I understand that teachers and/or administrators may require additional proof of progress verification during the school year. Additional progress verification may be requested in the form of (but not limited to) Class Connect sessions, written work samples and phone conferences.
- I understand that I have enrolled my student in a public school with attendance requirements that I am expected to meet.
- I understand and agree that I must log student attendance daily and that students may not use LC account to do so.
- I understand and agree that I am required to have access to a computer with Internet access at all times during my student's enrollment in the Utah Virtual Academy.
- I understand and agree that, as a public school, UTVA students are required to participate in state standardized testing. My child is expected to fully participate in the testing at his/her grade level.
- I understand that my Email account will show a date stamp for receiving this Student Handbook and that will serve as my agreement for compliance with all policies and regulations listed in this document.