

Wickenburg Virtual Academy



***“Taking Knowledge to Infinite
Levels”***

Parent/Student Handbook

2016-2017

Wickenburg Unified School District No. 9

Wickenburg Virtual Academy



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Wickenburg Virtual Welcome Letter



"Taking Knowledge to Infinite Levels"

Dear Students, Parents/Guardians,

Welcome to digital online learning provided by Wickenburg Virtual Academy (WVA). We are a fully online school available to students throughout the state of Arizona for grades K-12. This handbook is designed to communicate clearly what is expected of our students in order to maximize learning. We believe that given the opportunity for success, students can meet the challenge that a rigorous curriculum can present and learn in the online platform with support from their highly qualified instructors.

Besides offering a rigorous curriculum, we are preparing our students for the future by teaching them how to use digital tools and resources, while learning online. Many of our students have gone on to college and they've come back to tell us how grateful they were that they already learned so many online skills. Most college classes now require students to access resources online and submit at least part of their assignments electronically even though they attend a "face to face" class. These skills are also important as our students enter the workforce. We believe that we are helping our students learn technological skills that will be of benefit to them for years to come.

The WVA staff constantly searches for new resources and strategies in an effort to offer your student an excellent education. Our teachers are a part of curriculum planning meetings with other WUSD teachers in their own particular subject field. This means that even though our teaching strategies might be different than the regular classroom, our content is aligned with pacing guides and district curriculum

Here are some basic highlights of our online school:

- Students are taught by highly qualified instructors in each core class using our online curriculum and other instructional materials embedded in our website in portable document format. (PDF) This means that you can access all lessons & materials online.
- Tutoring is available in our after school tutoring sessions. If the student is struggling, an appointment can be made for "face to face" instruction. We can do this long distance by Google Talk or Skype (or phone), but students who live close enough to our lab are also welcome to set up appointments and come in to work with their teacher to receive one-on-one instruction.
- Students can take part in clubs and sports offered in the district if they are in good academic standing in their WVA classes and live close enough to one of our district schools to be feasible.

In closing, we hope to help your student achieve his/her goals. We are here to partner with you!

WVA Administration & Staff 

Wickenburg Virtual Academy
Contact Information

Name	Department	Email Address
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Anast, Jill	Secretary	janast@wickenburg.k12.az.us
Canham, Sheri	Mathematics Instructor	scanham@wickenburg.k12.az.us
Clementz, Doug	World History Instructor	dclementz@wickenburg.k12.az.us
Miller, Carson	Science Instructor	camiller@wickenburg.k12.az.us
Peterson, Coleen	English Instructor	copeterson@wickenburg.k12.az.us
Rivera, Rose	Paraprofessional	rrivera@wickenburg.k12.az.us
Rogers, Denise	Business Instructor	drogers@wickenburg.k12.az.us
Stehr, Fred	Government/Econ Instructor	fstehr@wickenburg.k12.az.us

The Mission

The Mission of the Wickenburg Virtual Academy (WVA) is to provide an online education that addresses students' learning styles, promotes academic success, cultivates lifelong learners, and promotes 21st Century skills enabling students to be career and college ready. Through consistent effort, hard work, determination and communication, every student will meet the challenge of mastering high expectations.



The Vision

The Vision of the Wickenburg Virtual Academy (WVA) is to use new emerging technologies, to provide equity and access to high quality educational opportunities for every student. Through this new mode of instruction, we can strengthen the district's vision which states: *“Every child has hope, Every student is a graduate, and Every graduate has a dream”*.

Wickenburg Virtual Academy

Why is an In-District Online School an advantage for you?

Many times students wish to work independently at home using online curriculum, however they struggle when they hit difficult spots in their studies taken from an online vendor outside of our district. Instead of needing to place long distance phone calls to instructors for help, students enrolled in our online school can ride a bus or drive to our lab if they live within district boundaries so they can receive constant help and instruction needed to master those difficult concepts and pass their courses. Our online school is designed to give the student flexibility and support so they can be successful in this endeavor.

About Online Courses

Some of the advantages of online classes include the flexibility and convenience of when and how you do your work. However, taking classes online is *significantly more challenging* than it may seem. Online courses require just as much, *if not more*, time and energy than traditional classroom courses. Here is an example: If a student attends a traditional school from 8 a.m. to 3 p.m. they are in class approximately 6 hours per day and then they usually have a couple hours of homework. If this same student learns online – he/she needs to spend a *minimum* of 6 hours per day for 5 days each week. To be successful, most online students truly spend about 7-8 hours per day, or 35 to 40 hours per week. If you are considering online learning because you want to spend 1-2 hours per day, you will not be successful. We ask that you think carefully when making this commitment.

Also, online learning requires specific computer skills and learning strategies in order to succeed. Students must master all lessons & assignments in order to progress and pass the course. We require that you redo work that is not passing before you can continue to progress. Also, the final exam must be passed in order to receive credit for the online course.

Online courses are written specifically for internet-based learning and frequently use multimedia components such as original audio and video files, animated tutorials and interactive activities. Using the internet to its fullest, the WVA courses also provide opportunities for online communication between teachers and students and links to national, historic, scientific, and research center digital libraries worldwide. A highly qualified instructor works one-on-one with each learner through email, our “mrooms” website, and/or phone/communication device. This constant communication helps the teacher check student progress, answer questions, and evaluate assignments and tests. The result of this two way communication between the student and teacher is an engaging, motivated method of learning.

Our curriculum is designed to meet Arizona and Common Core State Standards, and some courses are aligned with ACT Quality Core Standards. Interactive online practice activities, reading & written assignments, tutorials, videos, unit reviews, quizzes and tests are included as part of our online instruction. Each course has a syllabus that includes an overview of the course, objectives, and grading procedures. Courses may include video, audio, online quizzes, tests and projects that students complete and email to the teacher.

Who is a Good Candidate for an online class?

In an online course, you will receive your instruction by reading, writing, and performing activities specially designed by your instructor. Students “attend” class by visiting our district management system. Our homeroom is found at: wusd.mrooms.net. This is where we post announcements and many PDF resources for a student’s course. The curriculum link for GradPoint, Edgenuity, or Mesa Distance curriculum is also found here, so students can easily access their computer lessons.

Online learning is a collaborative venture and weekly communication with your instructor, as well as classmates, will increase your learning experience. The difference between a successful student and one who fails to finish a class is usually determined by this communication, since your instructor is trying to give you input and clarifying concepts for you. Email is a “teaching tool” and cannot be skipped. **Please help us team with you and log into email each day.**

Students also should realize that online courses require strong reading skills, personal discipline, and effective time management skills. Students may spend more time on an online course than they typically devote to a traditional high school class. Enrollment in this program is based on a student’s ability to work independently, and that he or she possesses strong academic skills in reading, writing, and math. Achievement test scores, grades, and school records will be used to determine if the student has the required skills to be successful in this independent setting. Students who are struggling in any academic core subject need to give it very careful thought before enrolling in an online school. Instructors are there to try to communicate and support you, but they can’t be with you the entire 6 hours per day as you do your work. If a student struggled academically in the regular classroom, chances are that online will be too difficult unless a mentor is there working with the student everyday at home. If a student has an Individual Education Plan (IEP) a student study team meeting should be held to determine if this is a good placement for this student.

Do you have what it takes to be an online student?

1. **Persistence** is perhaps the biggest key to success in online learning. Students who succeed in online learning are those who are willing to tolerate technical difficulties, seek help when needed, work daily on every class, and persist through challenges. Some hints for doing well online are:
 - a. When you run into a challenge, keep trying and ask for help from your online instructor.
 - b. Set up a manageable study schedule for yourself, and stick to it. Students who succeed are those who log in and make progress **every day**—even after the novelty of attending school virtually wears off.
 - c. Communicate daily/weekly with your instructor. This is the way your teacher talks with you about your work. Communication is required and will actually save you time. 😊
2. **Time management and Motivation.** As a student of online learning, you will be directing your learning on a day-by-day basis. Most courses are not taught in real time and there are no set times for classes. In a virtual classroom you do not necessarily “see” your teacher each day, so you must be able to manage your time well. This flexibility is one of the great benefits of online learning. However, it can also be a drawback for a student who procrastinates or is unable to stick to a routine study schedule. If you fail to accomplish goals as well as work a minimum of 25-30 hours per week, you can be dropped for “non-attendance”.

Effective time-management skills don’t just happen. They have to be learned. Some suggestions to help you are:

- a. With your online instructor, review the syllabus for each of your courses and develop a long-term plan for completing your major assignments. You are required to meet these weekly goals, and finish the course according to your course goals and syllabus.
 - b. Make a daily “To Do” list and utilize your course syllabus. There is a feeling of accomplishment as you check off things when you complete them.
3. **Communication Skills** are very important in online learning. This is how teachers can give you input as to what you should be learning and explaining any concept that you might have found difficult. Your weekly required email is like attending a class everyday – and hearing the instructor give additional instruction or make sure you remember assignments that are due. Teachers are very willing and available to help students, but they are unable to tell when students are in need of assistance if they receive no answers from their emails to the student. Please communicate, it will help you be successful and develop workplace skills.
4. **Technical Skills.** **First, and foremost, the student MUST have access to a computer and high speed internet (not just a cell phone for work at home).** Although it is not necessary to have advanced computer skills, students must possess basic knowledge of email, internet, as well as basic keyboarding skills. These are valuable 21st Century Workplace Skills that need to be cultivated for your success in WVA, as well as in the future:

Basic Skills

- Locate a file on a hard driver or server
- Save a File to a specific drive and folder
- Connect to Internet at home, tune up browser & install needed plugins.
- Navigate between two or more applications without closing and reopening.

Web Browser Skills

- Go to a specific URL or hyperlink
- Conduct a basic search using a search engine
- Follow a hypertext link or retrace a hypertext path

Email skills

- Communicating the purpose of your email in the subject line
- Create a folder & save a message into a specific folder
- Use complete sentences, spelling and punctuation. Emailing is not texting.
- Add a name to the address book and retrieve names from address book
- Copy & paste text from a document into email
- Send an attachment, with a document that is saved in an appropriate format
- Open and/or save an attachment
- Forward a message

Word Processing Skills or Google Docs/Drive

- Open a new file or existing file
- Save a file or rename a file
- Save a file as a different format or with a different name (“save as”)
- Copy or cut text, and paste text
- Format text, change line spacing and use tools such as spell check or word count
- Convert files to appropriate formats (google docs are used the most since students are not required to purchase expensive software to work at home)
- Sharing documents so instructors can edit and return your paper by email. Google docs and Google slides are perfect for this task. (We show you how in our website.)

5. **A Good Study Environment.** Another critical component of academic success online is a good study environment.
- Please find a place you can work without distractions. If you know you will constantly listen to conversations or media around you, pick a different spot. Some students come to our lab several times per week because they see that they get more done in a quiet atmosphere. A library could work too. Plan ahead.
 - Put your cell phone on “silent” mode and let friends and family members know the hours that you will be participating in your school work. Again, workplace skills. ☺
 - Don’t open social networking sites while working, such as facebook. Parents tell me how many hours their students were on the computer each day, but it was NOT doing school work. ☹ Please know we print your progress each week and can see your minutes, hours, and if anything was completed or accomplished.
 - Set up a comfortable work space. Lighting in the room should be at least as bright as the computer screen to avoid eye strain. Adjust the height of your chair, keyboard, and screen so that you are comfortable.

Standards for Student Success

Standard 1: Tools

Students will:

- Follow course syllabus to ensure you complete weekly assignments. If you lose yours, they are always embedded at the top of your course or in mrooms. Print a new one. ☺
- Have materials (computer, headset, checklist/goals, pencil, paper, book, binder, etc.) ready for use every day. Also, high speed internet & a computer are a requirement for online schooling.
- Learn how to use communication tools on the computer. (Google docs, Google slides, Google sheets, and Gmail (our dedicated gmail for WVA is required even IF you already have a different email account. It is always your: first name, last name.wusd@gmail.com)

Standard 2: Academic Involvement and Attendance

Students will:

- Take and maintain notes in an efficient manner following the format presented by your instructor. Notes are turned in at the end of your course and are part of your grade.
- Make effective use of time, (staying focused, reviewing daily notes, studying, asking for assistance when needed, and completing each week’s goals.
- Keep classroom appointments –whether online, phone, or in person. Even though your schedule is flexible at home, if you are coming in for instruction or to take a final, we need to plan your arrival so we can assign a work space and be ready to help you.
- Fill out weekly attendance sheets and submit with parent/student signatures to the director, Rose Garcia, at rgarcia@wickenburg.k12.az.us. If you had an emergency, you may write your plan to “catch up” your hours & work another week on the sheet with signatures but you must communicate. Failure to communicate & submit your attendance sheet means you will be dropped for non-attendance.

Standard 3: Academic Involvement – Independent Expectations

Students will:

- Meet minimum work standards set by the instructor and online curriculum system. Some lessons require you to score at least a 73% to move on in the unit. You may re-do them over & over and this will help you truly master the content. Email your instructor if you need a unit test re-set.
- Meet the weekly academic plan of assignments and tests due in your syllabus. We cannot stress enough that you MUST follow the syllabus to know if you are on track.
- Make arrangements to get additional help prior to the due date of a module or assignment.
- Be sure that all “off-line” required assignments are completed each week as well as computer lessons. Many times these offline assignments are your applied project based learning where you demonstrate if you truly learned the concepts covered in that unit.
- Final exams must be administered in person with your instructor or a certified proctor site. Please email and set up a time that works for both of you.

Standard 4: Assessment Preparation

Students will:

- Take good notes and prepare note cards if the teacher has instructed you to do so.
- Utilize mandatory tutoring sessions when assessment scores are below 70%. (These can be by phone, skype, google talk, email, or tutoring in our lab – but reach out to get help!)
- Complete all state required tests as well as any program pre/post assessments or benchmarking tests. THIS IS A MANDATORY STATE REQUIREMENT, and by law you are required to take these tests. Failure to comply will result in immediate withdrawal.

Registration

Applications to attend our school are available on the district website (www.wickenburgschools.org) under the “Schools” tab on the front page of this website. When the application is filled out, and signed by a parent/guardian, then it can be scanned and sent by email to Rose Garcia, rgarcia@wickenburg.k12.az.us or to our registrar/secretary, Jill Anast at janast@wickenburg.k12.az.us. If you desire to mail the forms, send it to: 1090 S. Vulture Mine Rd., Wickenburg, AZ, 85390, Attention: Jill Anast, WVA Registrar. We can also have you fax it if you prefer, to 928-684-6628. Our school registrar will contact you, and let you know the status of your application within 7 business days.

All freshmen and returning students are expected to participate in summer walk-through registration to pick up their schedule and obtain a new Student I.D. card and parking permit if needed. New students must provide a birth certificate, immunization record and an unofficial transcript, or transfer grades, prior to enrollment.

Eligibility Requirements for athletics and school activities will follow all policies and procedures set by the WHS Handbook. Students who are participating in school sports or activities must take 6 classes per semester for the first six semesters of high school (freshman, sophomore, and junior years) and may take 5 classes in the last two semesters of high school IF the student has the required credits as a senior in good standing.

Courses are laid out in 18 week format, and two summer school sessions in June & July. Work can be done faster than the course syllabus, but it cannot be done slower than the regular class pace. Online allows a more flexible due date of an assignment for example, but deadlines are still a part of our classes and after being warned of the final cutoff date for an assignment or final exam, the grade will be a zero.

Enrollment Process

1. When the student has been contacted that his/her application form has been approved for The Wickenburg Virtual Academy, students must enroll through the WVA School Registrar, who can be reached at 928-684-6717. Enrollment packets can be faxed or emailed to the student/parent. Please let us know which way you prefer.
2. Once the student completes the enrollment packet, they may mail, fax, or email the completed packet along with all required documentation to WVA.
 - a. Mail to: 1090 S. Vulture Mine, Wickenburg, AZ 85390
 - b. Fax to: 928-684-6746
 - c. Email to: janast@wickenburg.k12.az.us and/or rgarcia@wickenburg.k12.az.us .

Please note that the enrollment packet requires these types of documentation:

- a. Completed application packet (all areas signed)
- b. Arizona Residency Affidavit with **2 forms of residency documentation**.
- c. Copy of Birth Certificate
- d. Copy of immunizations
- e. Withdrawal slip from previous school
- f. Copy of transcripts from previous school
- g. Copy of mandated state assessment results

Immunizations

Arizona law requires certain minimum immunizations before a student enrolls in school. A complete record of all immunizations your student has received must be furnished to the school. The record must be current and signed by a recognized medical authority as designated by the Arizona State health Department. If such a record is not furnished to the school, regulations specifically demand that we disallow the student's participation in the school until the record, or a signed statement of exemption, is in our possession.

School, Student, & Parent Compact for Student Success

We believe that by taking shared responsibility for learning, we can ensure that the students enrolled in WVA will be successful learners and members of our community.

At WVA the STAFF, PARENTS, and STUDENTS pledge to WORK TOGETHER to:

- Set high standards and expectations for all students.
- Provide and support sound instruction for all students.
- Apply modern technology in our daily learning

WVA Staff Responsibilities

- WVA agrees to offer a rigorous and challenging academic program.
- WVA agrees to provide extended learning opportunities, where students can receive extra support and tutoring after the regular school day at least 2 days per week.
- WVA will set firm and fair safety and discipline policies.
- WVA Staff agrees to fully support the school policies as outlined in this handbook.
- WVA Staff agrees to check email and respond each day, Monday through Friday within 24 hours. Email response will vary during the evening and weekends, according to a staff member's personal and family obligations.

Parent Responsibilities

- Parents agree to actively encourage students to log in and complete school work as listed on the course syllabi for each class the student is actively enrolled in.

- Parents agree to support learning at home by providing high speed internet and a computer that has the ability to open and operate digital multi-media lessons in the school curriculum.
- Parents agree to fully support the school policies as outlined in this handbook and to communicate regularly with instructors when questions arise.
- Parents will ensure that their students are in “attendance”, defined as academic engagement for 5-6 hours per day for 5 days per week as a minimum requirement. If goals and assignments are not met, more time each week will be required so the student can successfully pass courses and gain academic skills.
- Parents will submit weekly attendance forms by fax, mail, or email to the WVA Principal.

Student Responsibilities

- The student understands that he/she must have access to and fluency with a computer that has high speed internet in order to be successful in the WVA School.
- Students enrolled in WVA agree to abide by all rules listed in the Wickenburg Unified School District “Internet and E-mail User Agreement/Permission Form.” Failure to abide by these rules may result in loss of credit and revoked access to WVA.
- Independent access to the WVA) website and the WVA Moodlerooms district website are provided to students who agree to act in a considerate and responsible manner. Access is a privilege, not a right, and entails responsibility. Students are responsible for appropriate behavior/communication just as they are in classrooms or school buildings.
- The student understands that if his/her hardware and/or software fails, that he/she must assume responsibility for making necessary repairs or arrangements in a timely fashion so that coursework can be completed or make arrangements to work consistently at a library.
- The student understands that it is his/her responsibility to complete all assignments in a timely manner and that the student’s grade will suffer if assignments are not completed by the course due dates.
- Students are required to email their instructors weekly about completed work goals & progress.

Attendance Policies

Attendance in WVA courses will be measured through participation in assignments, completion of assignments, and in general correspondence with the WVA teachers, as well as hours recorded in the learning management system. Attendance log sheets will be submitted each week, reflecting a minimum of 25-30 hours per week. Dates and times can be flexible, according to what works in the student’s schedule. However, the minimum hours must be completed as well as work for each class each week. If evenings and weekends work better for the student, this is fine, but the student will not have the advantage of emailing a teacher and getting a prompt reply immediately back. All teachers work in our classroom/lab from 8:00 a.m. to 3:30 p.m., so they may not be available later in the evening. Teachers will post their WVA office hours to check progress and answer emails each day, so the student knows when to expect a reply. The attendance log will be signed by both parent and student and submitted each week. All WVA courses are designed to be highly interactive and require that the students participate in the course content online each week, and communicate with instructors. A student’s learning and ultimate success depends upon participation.

Extended periods of non-participation in an online class will be evident in the following ways:

1. Failure to log into the course following attendance guidelines, or complete assignments.
2. Failure to communicate with instructor through email.
3. Failure to submit required discussion posts or offline assignments to teachers.

In any instance where technical difficulties prevent a student from full participation in the course, students must go to a public library or school lab in order to continue their class.

Drop/Withdrawal Policy

A student may withdraw from his/her courses with no academic penalty on or before the 20th day in an Academic Session. No grade is put on transcript.

After the 20th Day of Class

After the 20th day of class after the student has started the course, all drop/withdrawal requests must be to the WVA Administrator. The request should contain: Student name, Course, Instructor Name, Reason for withdrawal with as much detail as possible. The students will receive either a W (withdrawn) or a NC (No credit) designation on their transcript. All books and/or materials must be returned as the student withdraws from school.

Grading Standards and Requirements

The Grading Scale use for Online Learning will be:

A = 100%- 90% Highest grade.

B= 89%- 80% Above average grade

C= 79%- 70% Average grade

D= 69%- 60% Below average grade

F= 59% - 0% Below standard

W= Withdrawn (recorded on student transcript when past 20 day limit)

NC = No credit (recorded on student transcript when past 20 day limit)

Assessment and Final Examination Policy

- All Final Exams must be completed at an arranged & approved proctoring site.
- Final exams must be passed at a 60% minimum to receive credit for the course.
- Rescheduling a retake of a final exam can only be done after the student has completed “re-teach” assignments from the online instructor. **Final Exams may be taken twice.**
- All required state exit exams must be taken by all students. Failure to take this assessment exam is cause to be withdrawn from the school. State exit exams are mandatory and no exceptions can be made.
- All textbooks and/or materials must be returned at the time of a final exam.

Graduation Requirements for Wickenburg Virtual Academy

Traditional Diploma Class of 2017 and beyond	*Grand Canyon Diploma *Students must apply to be a MOWR student
4 Credits English	2 Credits English
4 Credits Math	2 Credits Math
3 Credits Science	2 Credits Science
1 Credit World History/Geography	1 Credit World History/Geography
.5 Credit Economics	1 Credit American History
1 Credit American History	.5 Credit Economics / .5 Credit PE
1 Credit American/AZ Government	1 Credit Fine Arts or CTE
.5 Credit PE/Health	.5 Credit American/AZ Government
1 Credit CTE or Fine Arts	Successful Completion of all Required
6 Electives	Board Examinations & credits listed above

*The **Grand Canyon Diploma** is a differentiated diploma offered after the completion of all required Board Examinations and GCD required credits. WVA students have the option to work towards this diploma if desired, instead of earning a Traditional Diploma. This is the pathway students must take in order to graduate earlier than the traditional 4 years of high school.

Academic Integrity

Students must agree to adhere to high standards and expectations. This specifically means:

- Your work on each assignment will be completely your own
- Your collaboration with another classmate on any assignment will be pre-approved by your instructor.
- You will not practice plagiarism in any form.
- You will not allow others to copy your work or notes.
- You will not misuse content from the Internet.

Fair Use

Fair use guidelines are suggestions developed to help educators and students to make the most of the materials used in a classroom situation. Under these guidelines, students may include materials from copyrighted sources if the use is non-profit, and if the audience is limited to the class participants and teacher. Fair Use doesn't exempt you from citing your sources, but it does help students who are working to complete a class assignment to legally include copyrighted materials in their work.

Plagiarism

Essentially, to plagiarize is to take someone else's ideas as your own. This is a form of cheating and may result in disciplinary action including a grade reduction on the assignment or a failure of the course. Usually, plagiarism happens because students are not informed as to what constitutes plagiarism. The following resources are available to help students understand plagiarism and to help them avoid it:

Understanding the responsibilities in citing sources:

<http://www.learnnc.org/lp/pages/citingsources>

Helping students avoid plagiarism:

<http://www.learnnc.org/bestweb/iubwritingpamph>

<http://www.learnnc.org/bestweb/libresearch-duce>

Other Resources for Maintaining Academic Integrity:

- Online Guide to Writing and Research
http://www.umuc.edu/prog/ugp/eewp_writingcenter/writinggde/welcome.shtm
- Nuts and Bolts of College Writing
http://www.nutsandboltsguide.comDiscipline_Code

Understanding Plagiarism

- Citing Credit on "Common Knowledge" - "That's common knowledge so I don't have to give credit to the source." If the item is a fact, you do not have to cite your source. If, however, the fact includes some context or phrases that are someone's interpretation of those facts, you must cite the source. See the Not-So-Common Knowledge document from Princeton University available at <http://www.princeton.edu/pr/pub/integrity/pages/notcommon.html>.
- Paraphrasing and Reordering Words - "I have changed around the words so I don't have to give credit to the source." You may not need to use quotation marks when you reorganize the words from your research sources, but the original ideas are not yours. Reordering words or paraphrasing is still using someone else's ideas. Even if you paraphrase, the ideas belong to the author and you must cite the source to show you are not trying to take credit for the work of another.

- Citing facts and information references. You might think, “Those numbers are available in three books so they are facts, they are common knowledge. I don’t need a citation.” If someone reading the paper will wonder where the information came from, you need to cite your source. When it comes to numbers, always cite the source. If readers know the source they will be able to check how current the information is, review the research techniques of the data collector, and generally evaluate the numbers to confirm they are valid. Without the citation, a reader cannot make a valid judgment about the numbers you used.

Using a Style Guide

Use a style guide to make sure your citations are done correctly. Check with your teacher to confirm which style he/she requires. You should be able to find the following guides in your school library.

- APA Style: <http://www.apastyle.org>
- MLA Style: <http://www.mla.org>
- Chicago Manual of Style: <http://www.press.uchicago.edu/Misc/Chicago/emosfaq/cmosfaq.html>

Copyright

Poems, images, photos, stories, and publications are all property. They are owned just like a computer, car or home can be owned. This kind of property is called “Intellectual Property”. Copyright law is designed to protect Intellectual Property of others. As stated in the section on plagiarism, violation of this law is often unintentional, but it is still a form of cheating.

As soon as a document is in a “fixed form”, written, added to a Web Page, and/or published in a book – it is copyrighted.

(Source for Academic Integrity section is <http://www.ncvps.org>)

Student Achievement Standards

Listed below are the Academic Levels, along with a description of each. These levels describe academic performance necessary in order to maintain eligibility of Program.

Level One:

These students are consistent in their work and communications. All students begin on Level One and remain there as long as they meet goal expectations. These students are able to participate in all school functions.

Descriptor:

Student works daily with module and lesson completion to main goal accomplishment. Online teacher monitors and offers support when needed to ensure that the student is successful.

Checklist of a Level One WVA Student:

- _____ Communicates once per week via email with each teacher.
- _____ Attends state mandated testing.
- _____ Logs into the WVA learning system & works 30 hours per week, completing online curriculum and offline assignments according to syllabus due dates.
- _____ Turns in weekly attendance log on time.

Trigger Mechanism Causing a Level Drop:

All the criteria necessary to meet each level is required. In the event that a student fails to reach Level One goals during any given week, they will enter a probationary period for the next 7 days in which they need to get back to meeting all criteria. Failure to reach that goal will then necessitate a designation of Level Two or Level Three according to where their current placement is.

Level Two:

Students who may have dropped below the goals in the last 14 calendar days. This is a WARNING stage and time for the student to check the compass and make an adjustment. Interventions (listed below) will be chosen by the instructor and implemented to ensure the student success. (Parent notified)

Interventions that may be put into place for Level Two:

- _____ Student makes an appointment to call or meet WVA Principal to discuss ways to catch up.
- _____ Student checks email daily, and responds to all school messages.
- _____ Student turns in a monthly goal sheet plan – showing how he/she will be caught up in 30 days.

Level Three:

Students who continue to fall below goals and standards and have not made satisfactory gains. Level Three students may not participate in regular school activities until satisfactorily bringing work back up to academic goals set. This is clearly a “PROBATIONARY” stage—and parents are notified.

Interventions that may be put into place for Level Three:

- _____ Parent meeting is scheduled with administrator, with student in attendance as well
- _____ Student checks email daily and responds when necessary
- _____ Student attends our lab as a “blended student” every day until caught up if possible.

Level Four:

Students who continue to fall below academic goals and standards, with Level Two & Three interventions in place, face serious consequences and will be withdrawn from WVA.

Method of improving student Level:

When determining the appropriate Level, the instructor will examine the record of behavior for the last 14 days—including weekends and holidays. Every day is an opportunity to make progress in the right direction, and there are times in the year when every student gets a fresh start! Students who have fallen from Level One are notified the day they make it back. As they progress upward through the Levels, they are encouraged and reminded that they are improving. Thus, the mechanism for moving between stages is time.

STUDENT ETHICS STATEMENT

Prior to beginning any course, the WVA student must sign this statement to ensure the integrity of the educational experience with WVA. Included in this statement of assurance is:

As a member of the Wickenburg Virtual Academy, I will abide by all rules and regulations published by the WVA handbook as well as any regulations published by Wickenburg High School. (WVA & WHS handbooks are found online at www.wickenburgschools.org) I agree that I am subject to the jurisdiction of all disciplinary panels and procedures established by WVA & WHS and the Wickenburg Unified School District.

I understand that coming to the WVA Lab, located on the Wickenburg High School campus, is a privilege, not a right. I will not loiter on campus or in any parking area. If I am coming in to receive tutoring, testing, or to complete an assignment on campus, I am required to come to M127 WVA Lab, sign in, and obtain a pass, if it is necessary to go to any other location on campus. When my business is complete at that the location specified by my pass, I will return to the WVA lab to log out, or continue work there in the lab. Failure to follow these procedures may result in the student no longer being allowed to come to see teachers, work in the lab, or take tests during the 8 a.m. to 3 p.m. timelines.

All assignments I submit to the instructor and all tests I take shall be solely performed by me, except where the instructor has requested that I participate in a group project. I will not submit work that is plagiarized or otherwise violates copyright laws.

As a user of the internet courses of the WVA, I agree to access the internet courses only for lawful purposes. I will respect the privacy of other users, and I will respect the integrity of the computer systems and other users' data. It is my responsibility to respect the copyright protection of licensed computer software. I will not obstruct, disrupt, or interfere with the teaching and learning occurring on the website, through computer "hacking" or any other dishonest methods. I will not harass, stalk, threaten, abuse, insult, or humiliate anyone using the WVA computer system or any other computer system utilized in my local school district. This includes, but is not limited to, demeaning written or oral comments of an ethnic, sexist, or racist nature as well as unwanted sexual advances or intimidation. I understand I may be held liable for monetary damages for any wrongful actions I undertake. Furthermore, if I use the WVA computer lab incorrectly, (not educational purposes, such as watching videos instead of working), I may be no longer be allowed to come work in the lab setting.

As a member of the WVA community, I am solely responsible not only for adhering to all relevant laws, statutes, rules, and regulations, but also Wickenburg Unified School District standards, rules, and regulations as well. This also pertains to any local school district that I reside in, if outside of WUSD #9.

Signed: _____
Student Name Date

Signed: _____
Parent/Guardian (if student is under 18 years of age) Date

Wickenburg Virtual Academy Office and Open Lab Location

Wickenburg Virtual has an on-site lab located at 1090 S. Vulture Mine Rd., Wickenburg, AZ. Our lab is in the front administration building of Wickenburg High School, in M127, which is on the west end of this building. If the student needs to have help learning the system or come to take an exam, this is where the office of Wickenburg Virtual Academy is located. Attendance is dependent on the Student Ethics Statement being followed by each student.

TECHNICAL REQUIREMENTS

To be able to operate our online system, you must have equipment with certain capabilities. Our WVA lab site uses Dell Laptop or Desktop Computer, D620 Series – Intel Duo 1.83GHz, 2GB Memory, 60GB HDD, CDRW/DVD Combo, Wireless 80211 a/b/g, Bluetooth, AC Adapter, 14.1” Widescreen; Windows 7, If you are wondering about your home system and whether it has the capability to run our different curriculum websites, please email Rose Garcia (rgarcia@wickenburg.k12.az.us) and she can help you find the reference guide you need. Students interested in online school MUST access to a computer and Internet connectivity at home or a designated spot that will be accessible consistently. If for some reason a student temporarily does not have Internet access at home, the student might need to withdraw from school. For a temporary solution, the WVA lab will be open two nights per week, from 3:15 until 5:45 p.m. for individuals to complete assignments. This will not be enough hours though to qualify for fulltime enrollment, as students must work 25-30 hours per week.

Students enrolled in WVA, will need to be able to work fully online at home. They will need to meet the following hardware and Internet connectivity standards with personally owned computers:

- High Speed Internet connection is required. (DSL or Broadband connection)
- 2.33 GHz or faster x86-compatible processor
- 1 GB of RAM
- Screen resolution 1280 x 960 or greater recommended
- Internet Explorer 7.x 8.x, or 9.x
- Windows Operated System of 7 or higher. Please note that Safari does not work at this time.
- Google Chrome (all versions)
- 50 MB of available disk space (local cache / temp files)
- Use of Google Docs rather than require the purchase of Microsoft Word for home use

Installation of plugins as needed by GradPoint browser tune-up such as:

Java Script™ and Active X must be enabled in the browser
Adobe® Flash® Player 10.x or higher
Adobe® Shockwave 10.x or higher
Adobe® Acrobat Reader (latest version)
Additional Math Fonts (available on the Browser Tune Up site)

Setting Up Your Computer

1. Go to the Gradpoint Curriculum by first logging into our MoodleRooms (mrooms) district site at <http://wusd.mrooms.net>. You should have a login name and password **that was given to you at the time of registration**. Please write this down, so you can login when you get home. After you log in you will see Site News & announcements. Please check this page every day. It is our

only way of keeping you up to date with senior requirements, activities, holiday announcements, etc. We also link our calendar to that of WHS – so this is your way to stay involved and up-to-date.

2. Next, on the front page of Mrooms you will see options for accessing your courses. If your instructor told you that your course was in Gradpoint, you will click the link labeled “Gradpoint Curriculum Link” in the center of the mrooms front page – about half way down the screen. That link directs you to our Wickenburg Gradpoint classes – located at <https://wusd9046-waa-ccl.gradpoint.com>.
3. Once on the GradPoint site, before you login with your personal information, please take the time to do the “Browser Tune-up”. If you click that box BEFORE you log in, it will run a diagnostic quickly of your computer plug-ins that are necessary to successfully complete your lessons and tests. If you don’t do this step, you could spend an hour on a lesson and then be missing critical functions or buttons that allow you to submit the lesson or see needed information. So, please stop and do this BEFORE you ever try to work off site at home on lessons. You will save yourself time in the long run. This browser tune-up will direct you to update plugins needed to operate your lessons. Pearson is a reputable company and their updates are safe for you to access. It will never take you to a site that would be dangerous or harmful for your computer. It will also tell you if you are using a browser that is not compatible – such as Safari and Firefox, used with iPads.
4. Please note that we are usually using Google Chrome as our browser, but if you have problems at home, you could try Mozilla FireFox also.
5. If you have trouble getting your computer set up – you may email your WVA Administrator. For more complicated questions though, you may need to call the Help Line for GradPoint with Pearson. Their number is: 1-888-977-7100. Select GradPoint-, as your product choice when prompted with the Pearson helpline.
6. Popup Blockers. You will also want to configure your Popup blocker to allow Popups from Gradpoint. There are numerous Popup blockers available, so it would be impossible for us to tell you how to disable the one you are using. Most Popup Blockers will allow you to add certain sites to a list of acceptable sites to allow Popups. Also, it is possible to have numerous Popup blockers installed on your browser. If you do, each one will have to be configured to allow popups from this site. Examples would include your browser, Google Tool Bar, Yahoo Tool Bar, and any security software you may running.

Tips for Online Communication

Students are to respect both their instructors and peers in the WVA online environment just as the traditional schools have guidelines and policies for the classroom. WVA holds the students to high standards of communications. Students’ behavior will be in compliance with all WUSD #9 policies and procedures, and as well as all civil and criminal laws and regulations.

Discussion Assignments

Discussion forums are commonly used in online courses. Used correctly, these forums can be powerful learning tools. Students gain much insight into a particular topic by reading and posting their thoughts in a structured discussion forum, and then reading others thoughts and interpretations on the same topic. Higher order thinking skills of analyzing, synthesizing, and evaluating are used as students engage in these discussions, and each student learns much more than simply reading and studying alone. In order to do this effectively, use proper “NET Etiquette”.

1. Keep messages related to topics that are pertinent to course topics. Nothing is more frustrating than having someone post a nonrelated comment in the middle of an interesting dialogue.
2. Put some time and thought into your post. Carefully read the content being discussed and take time to really put together your thoughts and feelings on the subject.
3. Take time to read others’ posts. Their comments can help you grasp the subject better.

4. Keep criticism constructive. Discussion forums are a good place to debate issues, but keep the focus on the issues. Never attack anyone personally.
5. Remain respectful when you disagree with someone. Using all caps, long rows of exclamation points, or large bolded fonts are the online equivalent to yelling. Most people don't appreciate a rant.
6. Re-read messages before posting them. Try to "hear" the tone in your message. Many times we don't mean to sound critical, but in online discussions people can't see your facial expressions so it is not always easy to judge the intent behind a comment.

Constructive Debate

Discussions will not be effective without some degree of debate or disagreement. In responding to something you disagree with, it is essential that you are specific in what you want to respond to.

Example: I thought what you said about Ahab's obsession in Moby Dick was good; however, I don't think he was crazy....

Notice how the example cites the post, and then focuses the response on a particular point within the post that is being responded to. In your online course environment, your classmates won't necessarily be able to reference the portion of a post you are responding to unless you tell them. So be sure to restate what you are responding to in order to give context to your contribution.

Email

Email is the most commonly used electronic communication tool. WVA students will be provided a district gmail account, which will use the student's first name, last name, dot, wusd, @ gmail.com. An example of this would be: john.doe.wusd@gmail.com or [mickeymouse.wusd@gmail.com](mailto:mickey.mouse.wusd@gmail.com). They will be expected to use this account when communicating with instructors and/or other students. Instructors' email will be similar but they will only use the first initial of their first name, with their last name following. Example would be: scanham.wusd@gmail.com. This is our math teacher's school gmail. Using gmail helps use all the google tools for writing, presentations, and spreadsheets—which are all free.

When using email, please be considerate of the following tips:

1. When emailing instructors, clearly state the nature of the message in the subject line of the email. Instructors are busy teaching students attending each day in the blended online classroom as well as the complete online forum. Because of this dual teaching role, they must communicate quickly with you, and try to solve the problem efficiently. Subject line codes such as: HOMEWORK QUESTION, CLARIFICATION ON A LESSON, COMPUTER/ACCESS PROBLEM, & NEED TO BE ABSENT-MEDICAL—are all messages that help the instructor to quickly see what the nature of your email is addressing.
2. Students who email instructor(s) Monday – Friday ordinarily can expect an answer within 24 hours. Students who email instructor(s) over the weekend can expect a response before 9 a.m. on Monday. Instructors may answer much quicker many times, but are not on contract during their free time to do so.
3. Choose a strong email password. The longer the password, the harder it is to crack. Don't use personal information, common words, or adjacent keys.
4. Don't send chain letters to others. Many times they can carry a virus or spyware. Don't open them and don't forward them.

5. Keep your computer updated with virus protection. Anti-virus and anti-spyware software can scan incoming communications for troublesome files. Look for software that can update automatically.

Student Records (FERPA)

Access to educational records is governed by federal law (Family Educational Rights and Privacy Act). Parents and students 18 years of age or older have the following rights in connection with educational records:

1. To inspect and review the student's educational records.
2. To request amendment of the student's educational records to ensure that the records are not inaccurate, misleading or in violation of student rights, including the right to a hearing, if necessary.
3. To consent to disclosure of personally identifiable information contained in the student's educational record, with the exception of information deemed "directory information" which may be disclosed without consent unless the parent/eligible student directs in writing that this information not be made public without prior consent. Disclosure may also be made without consent in certain circumstances allowed by FERPA.
4. To file complaints with the U.S. Department of Education.
5. To obtain a copy of Governing Board Policies by requesting a copy from the Program Director or Program Administrator. Copies of these policies may also be obtained online at www.wickenburgschools.org . Non-custodial and divorced parents have equal rights relating to student records unless the school has been provided a court order to the contrary.

Student Privacy Directory Information

The Title IX, *No Child Left Behind Act of 2001*, Section 9528, and WUSD Board Policy states that school administrators are required to provide information to universities, colleges and the U.S. Armed Services recruiters when such release is clearly in the student's best interests. This information includes names, addresses, and telephone listing, date of birth, class designation, participation in officially recognized activities and sports, awards and honors received, the student's photograph, and the name of the school or school district the student attended prior to enrollment in the Wickenburg Unified School District. Parents may request, in writing, that such information not be released for their child without prior written parental consent.

Appendix A

Wickenburg Virtual Academy Application



"Taking Knowledge to Infinite Levels"

Welcome to Wickenburg Virtual Academy. Please complete all parts of form, including required signatures before submitting this form. Mail this form to: 1090 S. Vulture Mine Rd., Wickenburg, AZ 85390 or Fax to: 928-684-6628

Student Name: Last _____ First _____ Middle Initial _____

Date of birth: _____ Grade Level _____ Male Female Student I.D. # _____

Parent/Guardian Name: Last _____ First _____ Middle Initial _____

Mailing Address: _____ City _____ State _____ Zip Code _____

Physical Address: _____ City _____ State _____ Zip Code _____

Parent/Guardian: Home Phone _____ Cell Phone _____ Parent Email _____

Student Cell Phone: _____ Student Email _____

Below, please indicate one of the following number codes: 1. English 2. Spanish 3. American Indian 4. Other

- Student's first acquired language/idioma para hablar primario al estudiante _____
- Language spoken by student most often/idioma habla mas frecuentemente el estudiante _____
- Language spoken at home most often by the family/idioma habla mas frecuentemente la familia en casa _____

Ethnicity/la raza _____ 1. White/blanco 2. Black/negro 3. Hispanic/Hispanico 4. American Indian/indio 5. Pacific Islander/isleno

Has this student ever attended a school in Arizona? _____ Number of years in U.S. Schools? _____

Has this student ever attended a school in the Wickenburg School District: Y or N

Do you have other children attending schools in the Wickenburg School District? Y or N

Has this student been enrolled in any of the following programs?

Special Education _____ Gifted _____ Speech _____ SEI/English Language Learner _____ Title 1 Reading or Math _____

Emergency Contact Name & Numbers:

1. _____ Phone: _____ Relationship: _____

2. _____ Phone: _____ Relationship: _____

Online Education Compatibility:

1. Does student have weekly access to a computer, with high speed internet, for 25+ hours per week? Y or N
2. Does student have the ability to discipline herself/himself, to focus on work, and learn independently? Y or N
3. Student & Parent understand that both of them must sign student work logs verifying hours per week. Y or N

Signature of Parent or Guardian: _____ Date: _____

ATTENDANCE RECORD

For state attendance purposes, we must have you and your parent/guardian send a log of hours worked each week. You will receive a form, with dates for the Academic Block, as shown below. You will need to keep track of time you spent, both online and offline, each week on required assignments. You and your parent will sign the record each week, and fax, mail, or scan a copy to the Principal, Rose Garcia. Failure to do so will be counted as “non-attendance” and you will be withdrawn from the Virtual School if you fail to send these attendance logs in each week.

Wickenburg Virtual Academy Fall 2016 - 1st 9 weeks

Fill in the hours per day that you worked online or worked on offline assignments:

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Hours per Week	Required Hrs./Week
August 9-14									25
August 15-21									30
August 22-28									30
August 29- Sept 4									30
September 5-11									30
September 12-18									30
September 19-25									30
September 26-Oct 2									30
October 3-9									30
Fall Break Oct 10-16									30
Total Hours per week									295

I certify that the hours above are accurate and a true representation of my student's online work through the Virtual Academy.

Student Signature & Date

Parent Signature & Date

Wickenburg Virtual Academy Administrator

Date

Wickenburg Virtual Academy 2016-17 School Calendar

1st Nine Week Academic Block

<u>August</u>	8 Teacher Day	9 1 st day of school	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31	1	2
<u>September</u>	Labor Day 5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
<u>October</u>	3	4	5	6	End of Quarter 7
	10	11	12	13	14
<u>Fall Break 2nd Quarter Begins</u>	17	18	19	20	21
	24	25	26	27	28
	31	1	2	3	4
	7	8	9	10	11
<u>November</u>	14	15	16	17	18
	21	22	23	Holiday 24	Holiday 25
	28	29	30	1	2
	5	6	7	8	9
<u>December</u>	12	13	14	15	16
	Final Exams 19	Final Exams 20	Final Exams 21	22	End of semester 23
	Dec 26 Jan 2	Dec 27 Jan 3	Dec 28 Jan 4	Dec 29 Jan 5	Dec 30 Jan 6

WVA Calendar : 2016-17 - 2nd Semester

Semester Two Begins

<u>January</u>	9	10	11	12	13
	Holiday 16	17	18	19	20
	23	24	25	26	27
	30	31	1	2	3
<u>February</u>	6	7	8	9	Holiday 10
	13	14	15	16	17
	Holiday 20	21	22	23	24
<u>March</u>	27	28	1	2	3
<u>Quarter 3 Ends</u>	6	7	8	9	10
	Spring Break 13	14	15	16	17
<u>Quarter 4 Begins</u>	March 20	March 21	March 22	March 23	March 24
	March 27	28	29	30	31
<u>April</u>	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	1	2	3	4	5
	8	9	10	11	12
<u>May</u>	15	16	17	18	19
	Final Exams 22	23	24	Last Day 25	Graduation 26
<u>End of Semester 2</u>					

WVA Online Options extend also into the summer with an online summer session offered in June, and another one offered in July.