



WASHINGTON
VIRTUAL ACADEMIES™

POWERED BY K12
A PROGRAM OF OMAK SCHOOL DISTRICT

K-12 Parent-Student Compliance Handbook 2024-2025



Omak School District – *Creating a Future For Every Child*

Washington Virtual Academies
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www.wavabulletinboard.com

Welcome from the WAVA- Omak Executive Director



Dear WAVA Family,

Welcome to Washington Virtual Academies! We are a fully online public-school program as an Alternative Learning Experience through the Omak School District, and we are honored that you are entrusting us with the education of your child.

Because Washington Virtual Academies has been around for over a decade, our tried-and-true methods, award-winning curriculum, unparalleled teacher training, and comprehensive family support allow us to concentrate on what matters most: Student success.

At WAVA, we believe that ***all*** students are capable of success. **No exceptions.** This is our belief and our promise. We will partner with you and your student(s) in new and innovative ways. We will close the opportunity gaps that exist for students and families by meeting students where they are and support their hearts and minds. Your success is foremost in our minds.

We look forward to working with you and your student throughout the coming year!

Sincerely,

Susan Boyer

Washington Virtual Academies – Omak Administrative Staff

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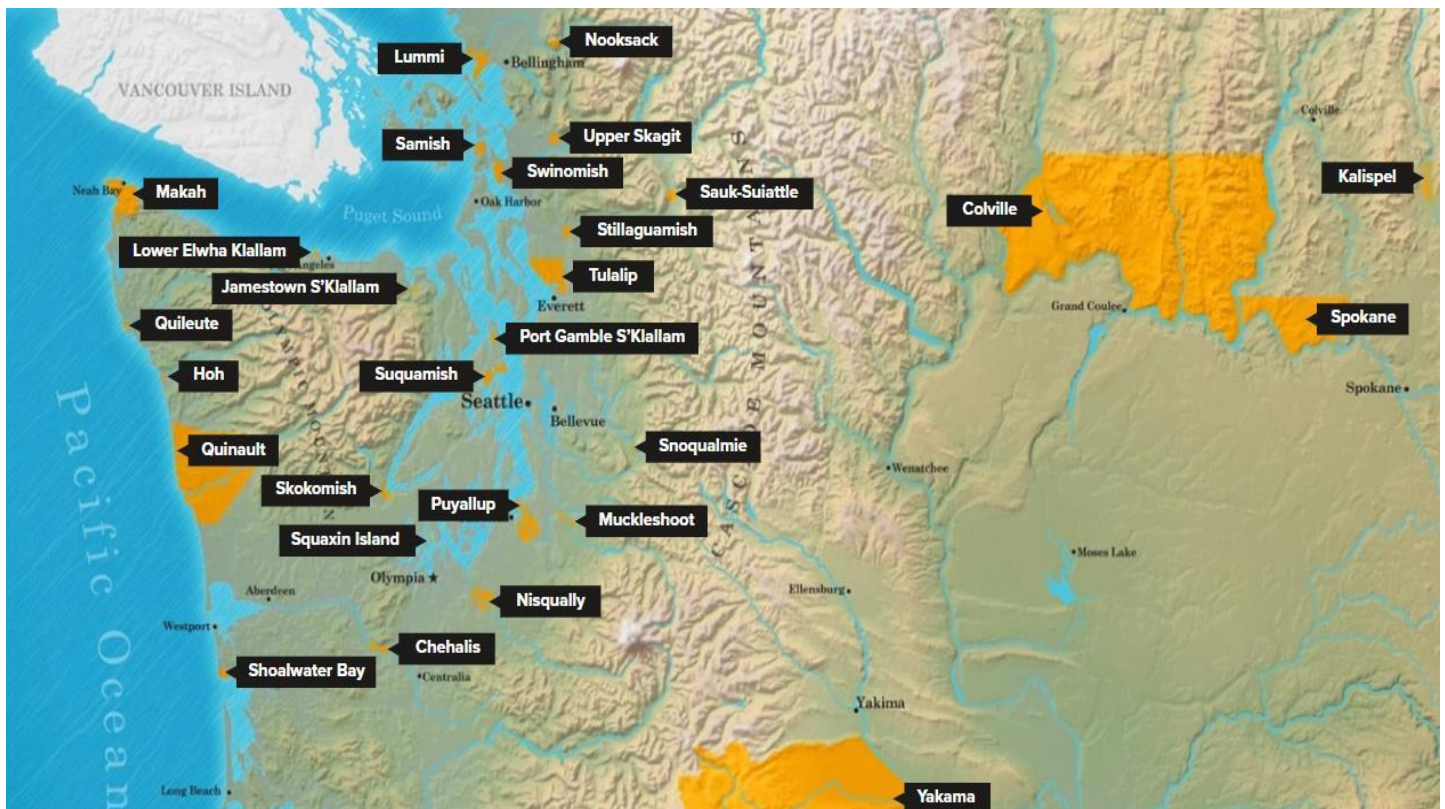
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Land Acknowledgement

We acknowledge that the Washington Virtual Academies offices are located on the traditional homelands of the Puyallup Tribe. The Puyallup people have lived on and stewarded these lands since the beginning of time and continue to do so today. We recognize that this land acknowledgement is one small step towards true allyship, and we commit to uplifting the voices, experiences, and histories of the indigenous people of this land and beyond.



What is important at WAVA

Students

At WAVA, students come first. We partner with families to provide a free and excellent public education that meets the needs of the whole child.

Learning

At WAVA, learning is our focus. We empower one another to become life-long learners through innovation and inspiration. We plan for success.

Community

At WAVA, community is valued. We seek to positively impact our community through partnership, offerings, and collaboration.

Culture

At WAVA, cultures are respected. We celebrate diversity and commit ourselves to positive and meaningful teamwork.

Mission



WAVA Mission: To empower every student to succeed in learning, work, and life.



K12 Mission: Help learners of all ages reach their full potential through inspired teaching and personalized learning.



Omak School District Mission: Creating a future for every child.

Norms

Be Respectful

- We will respect all team members no matter if we are speaking, silent, present, or absent.

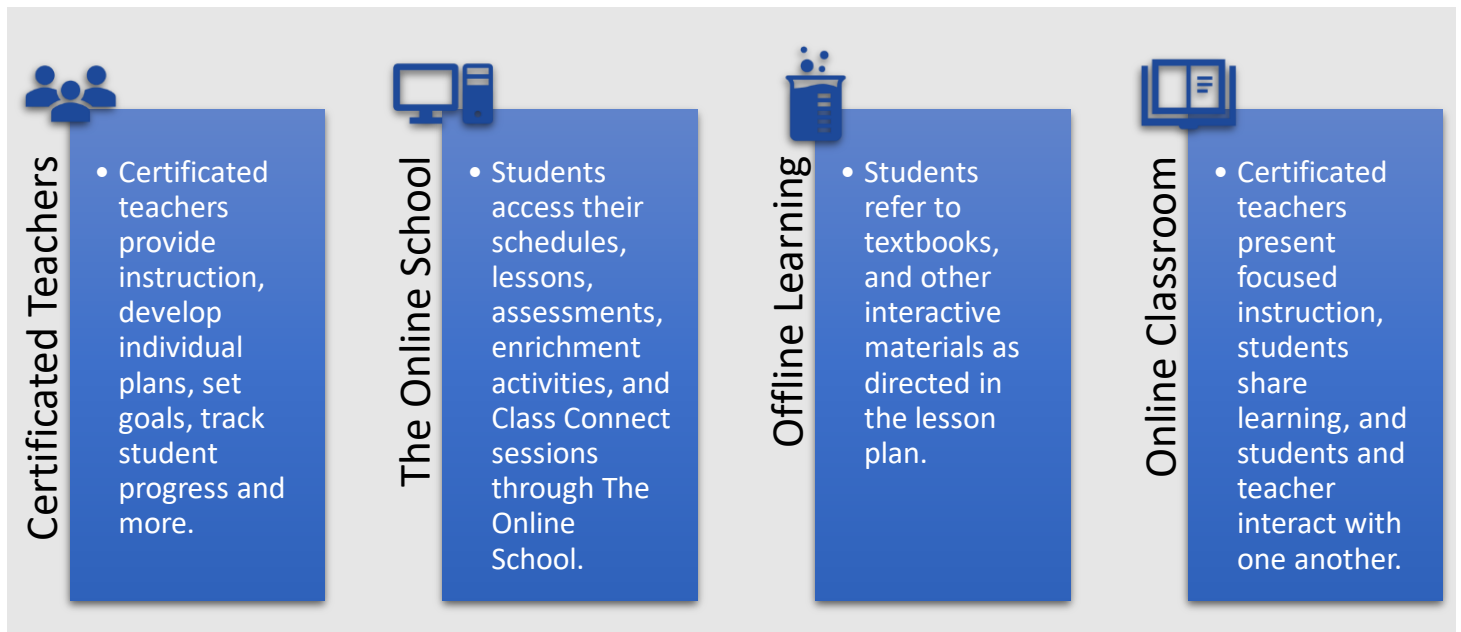
Be Productive

- We will use chat at appropriate times for productive on-topic sharing.

Be Present

- We will keep our cameras on when we are available.

School Structure



Certificated Teachers

Highly qualified, certificated teachers develop an Individualized Learning Plan for each student, grade student work, track student progress on a variety of measures reflected on that plan and make the final determination for student success in the program.

The Online School and Online Middle/High School

Students use The Online School (OLS) or Online Middle/High School (OMHS) to access all lessons and live classes. Click the “Account” link on the online school home screen to assign each student a username and password to give access to their own online school account.

Learning Coaches and students should not share their online school username and password with any unauthorized individuals. When a parent or teacher believes the security of the online school has been compromised, the parent should use the tools provided in the online school to change usernames and passwords as needed.

Students must have a login separate from the learning coach and complete academic work from their own account. Students should never have access to the learning coach login information.



If you forget your login information, click on the links: "Forgot Username?" or "Forgot Password?" on the OLS/OMHS login page.



To LEARN MORE about how to use the OLS/OMHS, orientation videos, and a startup checklist, please visit:
www.wavabulletinboard.com/

Offline Learning

In addition to their online lessons, students will be given regular opportunities to learn through enriching offline lessons which may include hands-on experiences, award-winning books, skill practice and more.

Subject area content often dovetails to allow and promote students to see relationships between events in history and trends in art and literature and to make connections between the past and the present.

Online Classroom

Engageli is a web-based program that enables WAVA teachers to teach, interact, and impact students in a learning environment that is comfortable and convenient for all. At WAVA, it is referred to as Class Connect.

Teachers use this virtual classroom environment to teach lessons, hold conferences, tutor individuals, hold and attend meetings, and more. Participants can view lesson content in a presentation format and are required to communicate via chat, polling, and microphone; they may also use additional tools to share their learning with others. Students may also view recorded lessons to review concepts or view classes for which they may have been absent. Appointments for live sessions and links to previous sessions are found on each student’s personalized online school home page.

All participants are expected to interact appropriately during Class Connect sessions. Any communications or postings that harass or intimidate students or teachers or disrupt any online classes are considered unacceptable. It is a parent/guardian or learning coaches’ responsibility to monitor behavior during all school activities.

Class Connect Login

To ensure students receive credit for the sessions attended, students must access their live Class Connect instructional sessions from the student schedule page. Please do not login under the Learning Coach account or your student's attendance will not be counted appropriately.



Attendance Requirements

As a public school, WAVA-Omak student attendance is **required by Washington Alternative Experience Laws.**

For full-time students to successfully complete all the required lessons in The Online School and participate actively in Class Connect required sessions, students should expect to spend a minimum of 30 hours per week (1,080 hours per year) schooling.

Weekly Student-Teacher Contact

Weekly reciprocal (two-way) student-teacher contact is required by state law and may be completed through live Class Connect sessions, email, phone calls, or outings. Two-way communication with legal guardians and learning coaches does not count toward student-teacher contact.

Absences

When possible, a legal guardian or learning coach is expected to notify a student's assigned teachers on the morning of the absence via phone or email, and to provide an excuse for the absence. If no notification is provided, the legal guardian or learning coach may provide an excuse via phone or e-mail upon the student's return to school. Adult students (those over eighteen), legally emancipated students, students at fourteen and higher receiving testing or treatment for sexually transmitted diseases, or students thirteen or older who are absent due to mental health, drug, or alcohol treatment may notify their teachers directly – with confidentiality protected under Washington law.

Religious Holidays

A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student will be allowed one makeup day for each day of absence.

Extended Illness or Health Condition

If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.

Chronic Health Condition

Students with a chronic health condition that interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent(s) will apply to the principal or counselor, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parents' request.

Excused Absences

Excused absences are defined by the Office of the Superintendent of Public Instruction in alignment with Omak School Board Policy 3122 as:

1. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
2. Family emergency including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active-duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status; and
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth;

13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

How is Public Schooling at Home Different from Home School?

Public School At Home

- WAVA students are enrolled in online public school in an *Alternative Learning Experience* offered by Omak School District. A Washington State certified WAVA teacher has the primary responsibility for the student's instructional interactions, goals and expectations, direct instruction in Class Connect, review and grading of assignments, state and school assessments, and progress monitoring. Parents support these efforts at home by insuring the student engage with their teachers.

Home School

- A home school student is a student schooled at home under the supervision of a parent who acts as the teacher and creates his/her own curriculum and determines expectations. Parents act as the teacher to assess and determine student progress. Parents must provide a number of hours of instruction "equivalent" to the program hours established for approved private schools.

Curriculum and Instruction

Course Offerings

At WAVA, there are standard courses offered for all students. The charts and catalog below identify available course enrollment options for WAVA students. For information specific to Elementary School, Middle School, and High School courses, please see their respective Parent/Student Academic Handbooks at: <http://www.wavabulletinboard.com>

K-5 Elementary School

Full Time Option

This is the only option available

- English Language Arts
- Math
- Science
- History
- Art
- Physical Education
- Health

Part Time Options

ELA or Math + Science + Optional Choice(s)

- Option 1: English Language Arts + Science
- Option 2: Math + Science
- Available additions to Option 1 or Option 2:
 - English Language Arts
 - Math
 - History
 - Art
 - Physical Education
 - Health

6-8 Middle School

Full Time Option

This is the only option available

- English Language Arts
- Math
- Science
- History
- Physical Education
- Health
- Career and Technical Education
- Art

Part Time Options

These are the only two options available

- Option 1: English Language Arts + History
 - + Optional Health, PE, and/or Art
 - + Optional Career and Technical Education in grades 7 & 8
- Option 2: Math + Science
 - + Optional Health, PE, and/or Art
 - + Optional Career and Technical Education in grades 7 & 8

9-12 High School

Please see the most current [WAVA High School Course Catalog](#) for information regarding available courses in: Arts, Career and Technical Education, English, Health, Social Studies, Math, Physical Education, Science, and World Languages for high school students. Part-Time Students

Part-time students must complete all required coursework by the assigned completion date and are expected to comply with all program requirements as outlined in the WAVA Parent/Student Handbook. Students are expected to complete their daily lesson plan as well as all required lessons and assignments.

Elementary and Middle School Part-Time Students

Part-time students are required to dedicate a minimum of 1.5 hours per core course per day or 7.5 hours per core course per week. Supplemental courses will require up to 5 additional hours per week. Please see the chart below for exact hours per supplemental course based on the student's full-time enrollment equivalency:

| Full-Time Equivalency | Course Enrollment | Minimum Hours per Day | Minimum Hours per Week |
|-----------------------|-------------------|-----------------------|------------------------|
| Up to 0.25 | 1 core course | 1.5 | 7.5 |
| Up to 0.50 | 2 core courses | 3 | 15 |
| Up to 0.75 | 3 core courses | 7.5 | 22.5 |
| Up to 1.00 | 4 core courses | 6 | 30 |

High School Part-Time Students

Part-time students are required to dedicate a minimum of 1.5 hours per course per day or 7.5 hours per course per week. Please see the chart below for exact hours per supplemental WAVA-Omak course based on the student's full-time enrollment equivalency:

| Full-Time Equivalency | Course Enrollment | Minimum Hours per Day | Minimum Hours per Week |
|-----------------------|-------------------|-----------------------|------------------------|
| Up to 0.20 | 1 course | 1.2 | 6 |
| Up to 0.40 | 2 courses | 2.4 | 12 |
| Up to 0.60 | 3 courses | 3.6 | 18 |
| Up to 0.80 | 4 courses | 4.8 | 24 |
| Up to 1.00 | 5 courses | 6 | 30 |

Part-Time Running Start students are allowed a maximum full-time equivalent of 1.20 FTE including WAVA-Omak courses (detailed above) and local/community college courses (as detailed by each college's specific policy).

Inter-Local Agreement Policy

Legal guardians and students (over the age of eighteen or legally emancipated) may request part-time shared services between WAVA-Omak and their assigned Resident School District ONLY. Students must:

- Reside in the school district where the part-time shared agreement will take place

- Enroll in a qualified part-time option listed under Course Offerings ([above](#))
- Enrollment in a minimum of 2 courses with WAVA-Omak
- The agreement must meet minimum WAVA-Omak Full-Time Equivalency requirements.
- The agreement must be approved by both Resident School District and WAVA-Omak office staff two calendar weeks prior to the first day of school. We will not accept Inter-Local Agreements which are pending or not-yet submitted two calendar weeks prior to the student's first day of school.

Please note, the following school districts do not participate in Inter-District Agreements:

- Everett School District
- Renton School District
- Snoqualmie Valley School District
- South Kitsap School District

Depending on resident school district policies, students may or may not be approved for part-time shared services per both Omak School Board and Resident School District policies. Application does not guarantee approval.

WAVA-Omak no longer participates in part-time shared services with local Skill Centers. You will need to enter into an agreement with your Resident School District instead of WAVA. If your Resident School District does not offer part-time shared services with local Skill Centers, we will not make an exception to our policy.

Part-Time Students and Live Instruction

Real-time online instruction is a key component of the standard WAVA program. All students are required to attend these sessions. Students will receive a schedule of their online sessions at the beginning of each semester. It is in the student's best interest to plan personal appointments and activities around these sessions.

In the event a student is unable to attend the live sessions due to commitments that cannot be rescheduled, the student must phone and/or email their teacher(s) explaining the circumstance. It is the student responsibility to:

- View the recording(s) of the missed session(s)
- Complete all coursework assigned during the session(s)

Washington State Alternative Learning Experience law requires that students must either attend live class or communicate via phone and/or email with their online teacher(s) on a weekly basis. Failure to communicate with the teacher(s) every week may result in the student being withdrawn from the class and/or school.

Part-time students must maintain a "C" average (70% or above) in their courses. Failure to meet this requirement may result in the student being withdrawn from the school for the following semester.

Career and Technical Education (CTE) Program

Career and Technical Education (CTE) teaches the college and career skills students need to be successful after high school. In addition to core courses required for graduation, students' electives allow them to explore different career fields and gain skills that can help them be successful in the workplace and in college.

Whether students intend to go to college, are working in their career field now, or plan to enlist or start their career right out of high school, the occupational programs offered can combine passion and interests with the skills needed to compete for jobs in high-demand fields.

WAVA's Career Technical Education program includes courses taught by highly qualified professionals with industry experience. At least 1.0 credits are required for graduation. Completion of 2.0 credits in CTE courses can lead to completion of a Graduation Pathway. CTE students also have opportunities to participate in project-based learning, earn dual college credit and industry recognized technical certifications as well as seek student leadership roles in National Career and Technical Student Organizations (CTSO).

Students in grades 9-12 are enrolled in CTE courses to complete Washington State Board of Education Requirements for graduation and are automatically enrolled in our CTE program.

Students in grades 7 & 8 are automatically enrolled in foundational computer literacy and planning courses to introduce them to college and career learning concepts.

Career and Technical Education Program Opt-Out

Students in grades 7-12 are automatically opted into WAVA's Career and Technical Education Program due to the learning benefits for this group of students as well as supporting progress toward graduation requirements for students in grades 9-12 as outlined by the Washington State Board of Education.

While students in grades 9-12 may not opt out of graduation requirements, all students in grades 7-12 may opt out of being identified as a Career and Technical Education Program student. To do so, Legal Guardians, Students over the age of 18 or Legally Emancipated Students over the age of 16 may submit the [CTE Opt Out Choice Form](#) to have the program ended for their student.

If you would like more information about opting out, please contact CTE Director, Taylor Kreilmann: tkreilmann@k12.com or tkreilmann@wava.org or (253) 345-4485.

FLEX Program

FLEX is an alternative, asynchronous learning option for WAVA students. It is ideal for motivated learners, independent learners, and learners that engage well with the online curriculum. Flex students thrive with supportive & engaged learning coaches. It is likely to be helpful for those who require or would benefit from more flexible schedules due to their learning needs, medical needs, work responsibilities, caregiving responsibilities and/or the demands of training for athletics/performing arts.

In Flex, students' learning routines (e.g., the time of day and days of the week when students complete their online coursework) are organized by their learning coaches. Flex does not offer direct instruction from teachers, and there is no access to standard WAVA Class Connect recordings. Flex students have limited Class Connect sessions (only homeroom), and this means that there are fewer weekly contact opportunities as well. Flex students must participate in mandatory monthly conferences, regardless of their grades or academic standing. In these student-led conferences, students work with homeroom teachers to set & track growth goals related to their academics and/or extra-curricular interests.

Flex students are still WAVA students. They use the same online learning platform with the same curriculum as their grade level peers in standard WAVA. Just as with the standard WAVA program, the Flex teacher sets the weekly learning plan, though the Flex learning coach is responsible for overseeing changes to the plan and supporting the completion of the coursework. Flex provides access to the highly capable program & special education. IEP services, including specially designed instruction (SDI) is available in Flex. SDI addresses the learning goals of students with IEPs but does not necessarily include support with completing specific assignments. Clubs and social opportunities are available to Flex students. Flex students must abide by WAVA's policies as outlined in this handbook.

The timeline for opting into Flex begins with WAVA re-registration and continues until all Flex spaces are taken. A waitlist is maintained in the event of openings during the school year. For more information, contact Heather Bennett Flex Coordinator at hbennett@k12.com.

Additional Supports

Online Special Education Services

Washington Virtual Academies will conduct Child Find activities to reach all students with a suspected disability for the purpose of locating, evaluating, and identifying students who need Special Education and related services, regardless of the severity of their disability (WAC 392- 172A).

Washington Virtual Academies will provide students who are eligible for Special Education or Section 504 of the Rehabilitation Act of 1973 with FAPE, a free and appropriate public education (WAC 392-172A and WAC 392-700).

If your student qualifies for Special Education under state and federal guidelines, Special Education services are available through WAVA online. If your student enters WAVA with an active Individualized Education Plan (IEP) and is receiving services through WAVA, your student will be assigned a state certificated special education teacher who will deliver specially designed instruction in the areas outlined in your student's IEP. If your child has services that cannot be delivered online, this may be a barrier for him/her to be a student at WAVA. The Special Programs Administrator will talk with you about options that may be considered if this is the case.

IEP or other special education services will be provided through WAVA's Specially Designed Instruction (SDI), which is provided by Special Education teachers, General Education teachers and/or related service providers. Attendance at SDI classes is mandatory and often in addition to required attendance in general education live online classes. Due to WAVA's unique virtual format, comparable Special Education Services may not exactly replicate the services called for in the student's brick and mortar IEP, but will approximate, as closely as possible, the services and placements required. An example of this might be an IEP accommodation in the brick and mortar for preferential classroom seating. As the home and online environment is different than the brick-and-mortar classroom, exact replication of this IEP accommodation would be comparable but not identical.

If your student is not currently identified as needing special education services, a referral process is available. If you and/or the teacher suspect that your student's difficulties with learning are a result of a disability, a formal referral will be made in writing for special education. Part of this referral process will be the collection

of information including assignments, response to interventions such as additional help in the areas of concern, as well as a review of progress and attendance in Class Connects. This referral does not mean that a student will automatically qualify for special education services. There are many avenues of assistance, and the WAVA staff will collect supporting data before a determination is made. Additionally, there are state required processes and timelines that must be followed to determine if your student qualifies for special education services.

The following is the link for the Procedural Safeguards with the State timelines for evaluation listed.

<http://www.K12.wa.us/SpecialEd/Families/Evaluations.aspx>

Under the Individuals with Disabilities Education Act (IDEA), Child Find is a continuous process of public awareness activities, screening, and evaluation. It is designed to locate, identify, and refer as early as possible all young children with disabilities and their families who need Early Intervention Program (Part C) or Preschool Special Education (Part B/619) services. If you suspect your child may experience a disability that adversely affects his/her progress in the general education curriculum, contact your WAVA teacher to discuss the possibility of referral for Special Education Services. You may also contact Special Programs Administrator: Shelley Sears at ssears@k12.com or (253) 242-8029.

Multilingual English Language Learners (EL)

Multilingual English Language Learners (EL) participate fully in the WAVA curriculum through language and academic support from highly qualified teachers. Students who first spoke a language other than English are given the World-Class Instructional Design and Assessment (WIDA) screener to determine their initial language proficiency level. WAVA provides multilingual English Language students with varying levels of support based on their language proficiency level and grade level. Students are also required to take the annual WIDA Assessment each year to measure their growth and proficiency in English.

Both the WIDA screener and the annual exam must be given in person, and students will be required to meet with the test proctor at a location near their home.

Highly Capable Learners (Hi-Cap)

Washington Virtual Academies will solicit referrals for the identification of Highly Capable students based on data or evidence from teachers, other staff, parents, students, and members of the community and will prioritize equitable identification of low-income students. Students identified as Highly Capable will be provided educational opportunities which consider student's unique needs and capabilities (WAC 392-170).

Student Support Services

By enrolling in WAVA, you've become a member of a community which believes all students are capable of success – no exceptions. Our Student Support Services Team plays a vital role in the WAVA community through offering engagement-based support for all students.

Onboarding Support for Newly Enrolled Students and Families

We understand transitioning to a new school is a major change for students, parents, and learning coaches alike, especially when that change may include being new to online learning.

Onboarding with WAVA focuses on:

- Providing learning coach orientation sessions as well as student orientations sessions
- Creating an effective learning environment for your students
- Establishing schedules and routines which enable student engagement
- Helping ensure your accounts/technology are functioning and ready for the first day of school
- Confirming your student received all necessary materials or that their delivery is scheduled
- Reviewing key school expectations to outline how students demonstrate success with WAVA
- Answering clarifying questions and addressing concerns prior to school start

If you would like to get a jump-start on the onboarding process, please check out the Strong Start section of our Student Support Services page on WAVA's Digital Bulletin Board:

<https://www.wavabulletinboard.com/links>

In-Year Supports for All Enrolled Students

As human beings, we all experience challenges. When day-to-day challenges or issues arise which impact student success, the WAVA staff is here to offer support. Students experiencing situations which impact their ability to fully engage may benefit from the supports below or any additional resources WAVA offers. Students should contact their assigned homeroom teacher or counselor to discuss these options in greater detail.

| Pathway | Example Resources Available |
|---------------------|---|
| Technology | <ul style="list-style-type: none">– Requesting a new K12 issued loaner laptop (must qualify)– Inquiries regarding local, low-cost internet resources– Support with new/existing Learning Coach and student accounts– Learning to navigating the online school– Support in launching and participating in Class Connect– How to access and read progress/grades in the online schools– How to access and use school email for student accounts– Small group support sessions for using Microsoft Office 365 (Outlook, Word, Excel, or PowerPoint)– WAVA based, live one-to-one troubleshooting support– Customer service support resources and ticketing help |
| Organization | <ul style="list-style-type: none">– Establishing a personalized engagement plan for your student– Creating an effective learning environment within your home– Establishing a personalized daily/weekly schedule to support student success– Effectively sharing computers in the event of multiple siblings attending– Creating routines which support student success– Learning Coach University (live small group online sessions)– Learning Coach Coffee Chats (live small group online sessions) |
| Motivation | <ul style="list-style-type: none">– Establishing a personalized engagement plan for your student– Creating an effective learning environment within your home– Establishing a personalized daily/weekly schedule to support student success |

| | |
|----------------------|--|
| | <ul style="list-style-type: none"> – Creating routines which support student success – Creating plans to work with existing health issues not covered by an IEP/504 – Support in finding safe, stable housing – Outreach support in the event of a traumatic experience within the family – Small group and individual supports related to anxiety/depression |
| Socialization | <ul style="list-style-type: none"> – How to register for K12 National Clubs – Identifying upcoming social gatherings and academic field trips – Registering for WAVA clubs and student activities – List of upcoming assemblies and live online socialization sessions – Finding local community resources |

Counseling Program

At WAVA we believe that school is about more than just academic learning. It is about supporting the whole student as they journey through their K-12 school career. Because of this belief, we have adopted a research-based curriculum to help guide administrators, teachers, counselors, and the greater WAVA community in their support of each student. WAVA has school counselors in each of our grade bands (K-5, 6-8 and 9-12) that are dedicated to supporting students in the classroom, small groups, one-on-one sessions, and through connections to greater community resources and supports. Our counselors support students socially, emotionally, and academically:

- Transition Supports
- Live Social-Emotional-Learning Classes and Small Groups
- Study Skills Small Groups
- Crisis Counseling
- Schoolwide Mental Health
- Grief/Loss Support Group
- Graduation Counseling including Post-High School Plans
- Career Counseling
- Connecting Families to School and Community Resources

Outings

WAVA sponsors optional outings for students and families on a regular basis that enhances the K12 curriculum/learning activities. Outing information will be shared through email school newsletters. WAVA families may participate in outings planned by any WAVA teacher. Participation may be limited to space availability. Parents are responsible for the cost of transportation and any entrance fees associated with optional outings and must accompany their student during the outing.

WAVA parents and students are expected to conduct themselves appropriately at all optional outings. Parents are responsible for the supervision of their children at all times.

K12 Zone

Policy and Procedure

Our disciplinary guidelines apply to all school sponsored events or activities, classes or sessions including the K12 Zone. Our goal is to be fair and consistent in moving students toward independent learning and appropriate behavior. While participating in any school sponsored event or outings, WAVA students are subject to the student discipline policies of the School District.

Any behavior which disrupts the learning environment, endangers the safety of others, or endangers the safety of the student will not be tolerated. Disruptive students will be removed from school activities.

At WAVA, we expect proper behavior online and, in all Class Connect sessions. Any communications or postings that harass or intimidate students or teachers or disrupt any online classes are considered unacceptable in the School District.

It is a parent responsibility to monitor behavior during all school activities. It is important for all students to understand that any inappropriate postings made during a Class Connect session can be traced back to the home address in much the same way that a phone call can be traced to a single phone number. Using a false username will still result in a successful trace.

WAVA staff responds to all inappropriate language or behavior, and students will receive consequences in accordance with School District policy. Discipline Procedures Each situation is different and will be addressed appropriately by school staff. For common discipline issues, steps will be taken to promote positive decision making, re-teach expectations, and encourage positive behaviors.

Please refer to the WAVA K12 Zone online student contract with additional details and expectations, <https://forms.office.com/r/3xCLThzmRr>. Any questions can be directed to hchamberlain@K12.com

Student Contract

Student Contract Form:

<https://forms.office.com/Pages/ResponsePage.aspx?id=LUmWRm1kPE2UZWXaNvMaFvCuMO0orWdPgFckvOBy3MFUNjZGS1hJTExBNThES0IQSFRNSkozWFhBVC4u>

The K12 Zone is a new and innovative tool for WAVA and is used for implementing improved engagement, retention, and socialization among our students. It is WAVA's goal to ensure that every student can communicate and collaborate in a safe and reliable environment. When using an interactive tool like the K12 Zone we encourage positive activity and engagement among our students! To maintain the safe environment for all of our WAVA Community students and LCs are asked to agree to the below information and by completing the below form you agree to abide by community rules and expectations. Use of the K12 Zone is accessible by students in grades K-12 and WAVA staff and moderators as well as use by K12, Stride schools. The purpose of this form is to identify specific rules and expectations for use of this tool and to agree to compliance of all expectations. Students will comply with our Digital Citizen Expectations and any action that is deemed offensive will have disciplinary actions that follow our Student Handbook Guidelines. Moderators will report any offensive actions or use directly to the school K12 Zone POC and then escalation will go to the

school Admin. The Learning Coach and student will be contacted to address any behavior that is inappropriate and can lead to a ban from the K12 Zone.

The following behaviors are specific offenses that constitute disciplinary actions within the K12 Zone Specific Offenses:

1. Violence
2. Threat of Violence
3. Nudity
4. Display of Photo/Video that Violates Privacy
5. Self-Injury
6. Hate Speech
7. Hate Symbols
8. Harassment
9. Bullying
10. Sales or Promotion of Drugs
11. Other/Minor Offenses:
 - a. a. Obscene language, materials, gestures or behavior, attendance problems, defiant behavior, deceitful behavior (false accusations, forgery, plagiarism, lying, cheating, etc.), as well as any offense that a teacher or administrator deems inappropriate for this specific virtual setting.

Disciplinary Process: Any offenses will be documented in TVS and communicated; the below ban process will be followed.

Discipline Ladder:

1. First Offense-One Day Ban
2. Second Offense-One Week Ban
3. Third Offense-One Month Ban
4. Fourth Offense-One 9 Week Ban
5. Fifth Offense-One Semester Ban

Thank you for following online expectations for engagement with the K12 Zone WAVA Community! We look forward to continued engagement within our school and communities. For questions, contact hchamberlain@K12.com.

Escalation Process

Welcome to the WAVA K12 Zone. We are excited to launch this tool and provide additional ways to engage with students socially. Student expectations follow our WAVA Student Handbook Discipline Expectations and the WAVA Student Contract. Homeroom teachers will review this information and it can be found on our WAVA Bulletin Board. The student contract is to provide clear expectations of use for the K12 Zone and compliance for digital citizenship. Please refer to the Student Contract for students to comply prior to use of the K12 Zone: <https://forms.office.com/r/3xCLThzmRr> and to the Student Handbook found on our WAVA

Bulletin Board. We look forward to providing an interactive community for our WAVA students in a safe and positive way.

If a student has a concern in the Zone, he/she can either make a request for help or file a report. Reports can be filed for a variety of reasons:

- Harassment or bullying
- Hate speech or symbols
- Sales or promotion of drugs
- Nudity or inappropriate use of camera or video
- Self-injury
- Violence or threat of violence
- Other

Once a request or report is made, an admin monitoring the Zone will click the notification link to be taken directly to the student who filed the report. After speaking with student(s), if it is determined that it is a disciplinary issue (and not a misunderstanding or a 'misclick'), admin will issue a verbal warning to the student for minor infractions.

If the issue is more serious, admin will follow these steps:

- Zone admin will tell the student that he/she is being banned immediately from the Zone.
- Zone admin will mark the student as banned and will remove the student immediately.
- Zone admin will notify the Teacher and Principal of the infraction. Team will determine how long student will be banned (typically one to two weeks for first infraction, depending on severity).
- Zone admin will send email to student and LC regarding the situation and note how long the ban will last.
- Zone admin will make a note in TVS to document the infraction.
- When the ban expires, if another infraction occurs within the same school year, the student will be immediately banned again and sent a Non-Compliance notice. Team may determine to ban the student indefinitely or through the end of the school year, depending on severity of infraction.

Evaluation of Student Progress



WAC 392-121-182 All students enrolled in alternative learning experience courses or course work must be assessed at least annually, using, for full-time students, the state assessment for the student's grade level and using any other annual assessments required by the school district.

State Assessment

State and federal accountability assessment must be completed in person with a test proctor. Students must also participate in all annual assessments required by WAVA. Parent/guardians are required to provide or arrange for transportation to and from designated WAVA testing locations throughout the state. The performance of WAVA students on the state mandated assessments is an integral part of evaluating the success of the Washington Virtual Academies program and meeting the requirements of Every Student Succeeds Act (ESSA) legislation. Information from these assessments provides data on student academic progress and reflects teamwork of parents, students, and teachers.

Any student whose Alternative Learning Experience enrollment is claimed as 0.80 full-time equivalent or higher at any time during the school year is required to participate in all state assessments. Changing your enrollment from full-time to part-time does not remove this Alternative Learning Experience requirement.

Part-time students who are always less than 0.80 full-time equivalent receive home-based instruction (and who have an Intent to Homeschool form currently on file with WAVA and their resident district) under Chapter 28A.200.RCW or who are enrolled in an approved private school under Chapter 28A.195.RCS are encouraged, but not required, to participate in the state assessments.

Benchmark Testing

Students participate in benchmark assessments throughout the school year. These assessments do not require students to travel to testing sites. Elementary School students participate in the Star360 Assessment and/or the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments. Middle School and High School students participate in the Star360 Assessment.

These assessments are relatively short tests administered through the school year to give teachers immediate feedback on how students are meeting academic standards. It provides a picture of student academic growth over the full school year. Please note, if your child enrolls midyear, they will take their first assessments within 2 weeks of enrollment.

Failure to Participate in State or WAVA Assessments

It's important to note: When students fail to participate in assessments, the accuracy and effectiveness of school improvement efforts and designing of quality instruction is reduced due to lack of student specific data. In addition to guiding instruction, state assessment data is used to determine mandated state expectations that require all students to meet a minimum level of achievement in the areas of Math, English/Language Arts, and Science. Non-testers are entered as a 0 in the factoring of school achievement data which inhibits WAVA's

ability to meet the goals set forth by the state and could potentially result in our program no longer being available. It is in your child's best interest to actively participate in all required school and/or state mandated assessments.

Failure to participate in required assessments may result in student withdrawal from WAVA at the end of the school year and ineligibility for reenrollment with WAVA.

Assessment Code of Conduct

The safety and security of your child is our highest priority, and we are committed to providing a safe environment for your child to complete their in-person assessments. As such, all students, parents, and guardians are expected to adhere to the Assessment Code of Conduct when present at any in-person school event, including state testing.

- All participants shall show respect for the property and facilities used during this event and assume financial responsibility for any damage they cause
- Act with courtesy at all times
- Comply with requests and direction from facility staff, instructors, and facilitators who are acting in the performance of their duties
- Quiet is to be observed in all testing room areas, including waiting areas
- Unauthorized use of facility computers or equipment is prohibited
- Carrying or concealing objects that may be used as weapons is prohibited
- No use or possession of illegal chemicals or alcohol is allowed
- Children ages 8 and under must be under the direct supervision of a parent/adult
- Do not obstruct access to facility entrances, hallways, or passageways
- Cell phones must be powered off or set to mute in the lobby
- Pets or animals, other than service dogs as defined by the ADA and directly within the control of the individual with an ADA-certified disability, are not allowed in the facility.
- Be considerate of others when using the facility. Keep feet off chairs, tables, counters, and treat furnishings, facilities, and equipment with care. Reclining or sleeping on the furniture is prohibited

Grading System

Students will receive grades in all their courses at WAVA each semester (January and June). At any time, current grades can be viewed on the student landing page in the Online School by students, parents, teachers, and administrators. By clicking on these grades, a detailed view of the assignment, as well as teacher feedback can be accessed.

Grading Policies

K-5 Elementary School

Grades should communicate the level of student mastery of skills and content of standards and provide feedback to stakeholders as follows: to teachers to adjust instruction, to students to motivate and effect

future learning, to parents for accountability. Grading policies and expectations will be distributed by each staff member for their grade level. Students and parents can access student grades in the Online School at any time. Grades will be updated bi-weekly to show student improvement and growth. The issuance of grades, written progress reports and parent conferences on a regular schedule serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These written and verbal reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

Grades from the Online School will be determined as follows:

| Grade Mark | Descriptor | Percentage Earned |
|---|---|-------------------|
| 4 | Meeting Grade Level Expectations Indicates that the student has demonstrated mastery of the course objectives and learning outcomes and consistently applies knowledge gained to new situations | 90-100% |
| 3 | Meeting Most Grade Level Expectations Indicates that the student has done average work, mastered many of the course objectives and learning outcomes. | 80-89% |
| 2 | Approaching Grade Level Expectations Indicates that the student has done average work and mastered some of the objectives and learning outcomes of the course. | 70-79% |
| 1 | Not Meeting Grade Level Expectations At This Time Indicates the student has done below average work and mastered few of the objectives and learning outcomes of the course. | 55-69% |
| 0 | Work Not Completed Indicates the students is not regularly completing assignments for evaluating grade level expectations. | 0-54% |
| NE | Not Evaluated At This Time | N/A |
| IS | Independent Study Highly Capable course completed independently by the student. | N/A |
| *Grades are calculated by combining Online School curriculum assessment, lesson completion, and teacher graded assignments. | | |

Please see Academic Honesty for further clarification on Plagiarism.

6-12 Middle/High School

To support student success, WAVA teachers and staff will:

- At the beginning of each term, each teacher shall specify in writing if participation is used as the basis of mastery of course objective. If so, a student's grades may be adversely affected by an absence provided on that day there was a graded participation activity. If the teacher does not advise students in writing, the teacher may not use attendance and participation in the grading process. Individual students who feel that an unjust application of attendance or tardiness factors has been made, may follow the appeal process for resolving the differences.
- WAVA teachers commit to timely grading and feedback: fair, accurate, and specific. Parents and students can expect that most assignments will be graded within 7 days.
- Grades are based on learning, growth, and proficiency; please see each course's specific syllabus for more information on a particular class.

- Use zeros in the gradebook to indicate that an assignment has not been completed. The zero indicates the grade will be changed when the student submits the specific missing assignment.
- Provide students opportunities to retake quizzes and tests:
 - Teachers may require students to attend a CC session and/or complete a relevant assignment before allowing a student to retake a quiz or test
 - Teachers may elect to provide an alternative assessment that measures the same standards as the quiz/test
 - Teachers may elect to require students to correct their errors in place of a retake
 - Teachers may elect to require students to complete a Self-Analysis in place of a retake. A self-analysis requires students to indicate why their response was incorrect and to provide the correct response
 - Teachers may impose a limit on the number of retakes.
 - NOTE: When unit tests include a teacher-graded (written) assignment, the ability to redo the written portion is up to each individual teacher
- Due to our internal processes related to grading and scheduling, the end of the term is a hard deadline. We cannot extend the term for students. All assignments must be submitted before midnight on the final date of the term. There are no exceptions.
- WAVA teachers and administrators will consider unique situations when presented by the student and/or Learning Coach.

Notes for Teachers:

- Teachers have some flexibility with this policy but may not impose consequences stricter than the consequences detailed above. For example, a teacher may choose not to issue a 10% late penalty and that is acceptable. Similarly, a teacher cannot impose a 20% late penalty.
- Teachers must consistently apply their strategies to ensure equity and equality. Example: A teacher cannot impose a 10% late penalty for some students and not others, not including students with documented accommodations.
- Teachers may accept work until final grades are due, but it's important that students and parents understand our policy is that the end of the term is a hard deadline. Also, all graded assignments are due a week before the semester ends to provide teachers with ample time to grade assignments before final grades are due.

| Letter Grade | Point Value | Percentage Earned |
|--------------|-------------|-------------------|
| A | 4.0 | 93-100 |
| A- | 3.7 | 90-92 |
| B+ | 3.3 | 87-89 |
| B | 3.0 | 83-86 |
| B- | 2.7 | 80-82 |
| C+ | 2.3 | 77-79 |
| C | 2.0 | 73-76 |
| C- | 1.7 | 70-72 |
| D | 1.0 | 60-69 |

| | | |
|---|-----|------|
| F | 0.0 | 0-59 |
|---|-----|------|

Appeal Process for Graded Assignments or Final Grades:

Grade appeals must be requested within six (6) weeks after issuance of report cards. Students wishing to appeal a final grade in a course(s) must:

- Submit a written request for a detailed copy of the student’s gradebook from the course instructor;
- Identify in writing any assignments that he/she would like re-evaluated;
- Explain in writing why the student believes the grade on each of the identified assignments should be revised; and
- Submit identifications and explanations to the course instructor.

The instructor will respond to the student’s questions in writing. If the student is not satisfied, they may request an evaluation of the identified assignments by the Administrator. The student must submit all the documentation from the process described above. The Administrator’s decision will be final.

Course Withdrawal

Students may withdrawal from a course within 10 school days of the course start date without a W being added to their official transcript. After the first 10 school days of the course start date, students may withdrawal from a course with Academic Administrator approval and will receive a W on their transcript.

Proficiency Based Credit

Students may be awarded proficiency-based credit through demonstrating proficiency in content standards through Assessment or successful Higher-Level Course completion as outline in Omak School Board policies and procedures. Proficiency credit may be used to award credit in place of a traditional course or for credit recovery purposes.

Omak School Board Procedures

- [Omak School Board Procedure – English Language Arts Competency/Proficiency Credit](#)
- [Omak School Board Procedure – Mathematics Competency/Proficiency Credit](#)
- [Omak School Board Procedure – Science Competency/Proficiency Credit](#)
- [Omak School Board Procedure – Social Studies Competency/Proficiency Credit](#)
- [Omak School Board Procedure - World Language Competency/Proficiency Credit](#)

Assessment Based Proficiency Credit

Students may recover up to 2.0 credits in English Language Arts, Mathematics, Science, and World Language by meeting cut scores on state assessment including the Smarter Balanced Assessment in English Language Arts, the Smarter Balanced Assessment in Mathematics, and the Washington Comprehensive Assessment of Science for Science. Credits will be added to the official transcript with a grade of “P” (Pass).

| English Language Arts | Cut Score | Can Provide Credit For |
|---|-----------|---|
| High School Graduation Pathway Standard | 2548 | Up to 1.0 credit of English Language Arts 9 |

| | | |
|--|---|---|
| Level 3 Smarter Balanced Assessment | 2577 | Up to 2.0 credits of ELA 9 or ELA 10 |
| Mathematics | Cut Score | Can Provide Credit For |
| High School Graduation Pathway Standard | 2595 | Up to 1.0 credit of Algebra 1 |
| Level 3 Smarter Balanced Assessment | 2614 | Up to 2.0 credits of Algebra 1 or Geometry |
| Science | Cut Score | Can Provide Credit For |
| Level 3 Washington Comprehensive Assessment of Science | 700 | Up to 2.0 credits Science |
| World Language | Cut Score | Can Provide Credit For |
| Standards Based Measurement of Proficiency (Reading, Writing, Speaking) | Novice Mid Novice High Intermediate Low Intermediate Mid | Up to 1.0 credit of World Language Up to 2.0 credits of World Language Up to 3.0 credits of World language Up to 4.0 credits of World Language |
| American Council on the Teaching of Foreign Languages (Oral and Written Proficiency) | Novice Mid Novice High Intermediate Low Intermediate Mid | Up to 1.0 credit of World Language Up to 2.0 credits of World Language Up to 3.0 credits of World language Up to 4.0 credits of World Language |

Higher Level Course Based Proficiency Credit

In Mathematics (Algebra and Geometry only), Science and Social Studies, credit may be awarded for a course when students successfully complete the next higher-level course in a sequence that included a natural progression of the state learning standards from the previous course.

Courses used to award proficiency credit must be taken with WAVA-Omak. We cannot use courses taught at a different district to award proficiency credit.

Students may recover 0.50 credit for the first half of a two-term course when the student receives a grade of C or higher in the second half of the course. The credit will be recorded on the official transcript and credits will be awarded with the same grade as received in the successive course.

| Receiving a Grade of C or Higher in: | Can Provide 0.50 Credit for: |
|--|--|
| English Language Arts | |
| English 9B (including Honors version) | English 9A (including Honors version) |
| English 10B (including Honors version) | English 10A (including Honors version) |
| American Literature B (including Honors version) | American Literature A (including Honors version) |
| British and World Literature B (including Honors version) | British and World Literature A (including Honors version) |
| Mathematics | |
| Algebra 1B | Algebra 1A |
| Geometry B | Geometry A |
| Algebra 2A | Algebra 1A or Algebra 1B |
| Algebra 2B | Algebra 1A, Algebra 1B, or Algebra 2A |

| Science | |
|------------------------|------------------------|
| Earth Science B | Earth Science A |
| Biology B | Biology A |
| Chemistry B | Chemistry A |
| Physics B | Physics A |
| Social Studies | |
| US History B | US History A |
| Modern World Studies B | Modern World Studies A |

Class Connect Attendance Requirements

Teachers offer live instructional sessions in our online classroom tool, Class Connect. Class Connect time is organized by the teacher to provide direct synchronous instruction based on the curriculum and Common Core State Standards for your child's grade level. Sessions are designed to have students use the skills they are learning in the curriculum by applying them to real-world problems, to reinforce the independent student learning of content from The Online School, and to allow the teachers to better assess students' progress and understanding. This is a valuable time for teachers and students to interact.

Students are expected to attend all required Class Connect sessions that they see in The Online School. If a student is ill or unable to attend the live session, they should communicate that to the session teacher and determine what work should be done to make up the missed class.

Determination of Satisfactory Progress

Washington State Alternative Learning Experience law requires teachers to assess the progress (course progress, course grades, class attendance, engagement in courses) of all students each calendar month and report the progress of all students consistent with the goals and performance objectives of their student learning plan. If a student fails to make satisfactory progress an intervention plan will be developed. If a student receives three consecutive unsatisfactory monthly progress evaluations along with a failure to comply with required intervention and support measures provided by the school, a student may be removed from the school.

Teachers are permitted to use their professional judgment to make determinations regarding monthly progress toward student learning goals based on additional data and may override these guidelines if they deem it appropriate.

Definition of Minimum Satisfactory Progress

Minimum guidelines provided to teachers to determine if overall monthly progress is satisfactory:

- Student maintained weekly contact each and every week during the previous 4 weeks at the time the determination report is run (*typically the 6th school day of the month*)

Please Note: Students in 7th or 8th grade who are taking courses at WAVA High School will be expected to maintain satisfactory progress to remain enrolled as high school guests.

Physical Education Requirements

Washington State mandates an average of 100 minutes of physical education per week in grades K-8, but it does not require daily recess. That state also mandates 1.5 credits of qualifying Physical Education courses in High School (9-12) with an additional .5 credit of a qualifying Health course.

Washington Grade School and High School PE Requirements

Per WAC 392-410-135

1. Grades K-8. Pursuant to [RCW 28A.230.040](#), an average of at least one hundred instructional minutes per week per year in physical education shall be required of all pupils in the common schools in the grade school program (grades K-8) unless waived pursuant to [RCW 28A.230.040](#).
2. Grades 9-12. Pursuant to [RCW 28A.230.050](#), a one credit course or its equivalent shall be offered in physical education for each grade in the high school program (grades 9-12).

Individual students may be excused from participating in the fitness portion of physical education "on account of physical disability, employment, religious belief, or because of participation in directed athletics or military science and tactics or for other good cause." ([RCW 28A.230.050](#)). Excused students shall be required to demonstrate proficiency/ competency in the knowledge portion of the physical education requirement.

WAVA Requirements

Students in grades K-8 are assigned a full year physical education course to meet the 100 instructional minutes per year required for all K-8 pupils. Students in grades 9-12 are assigned appropriate physical education courses to meet high school graduation requirements.

Physical Education Requirement – Excuse

Students may be excused on account of physical disability, religious beliefs, or participation in directed athletics upon a principal approved written appeal.

The fitness requirement shall be met by course work in fitness education. The content of courses shall be determined locally pursuant to WAC [180-51-025](#). Students may be excused from physical education pursuant to [RCW 28A.230.050](#). Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts.

Special Education and Physical Education

Per [WAC 392-172A-0230](#)

- (1) Physical education services, specially designed, if necessary, must be made available to every student receiving FAPE.
- (2) Each student eligible for special education services must be afforded the opportunity to participate in the general physical education program available to students who are not disabled unless:
 - (a) The student is enrolled full time in a separate facility; or
 - (b) The student needs specially designed physical education, as described in the student's individualized education program.

- (3) If specially designed physical education is required in a student's individualized education program, the school district shall ensure that the public agency responsible for the education of that student provides the service directly or makes arrangements for it to be provided through other public or private programs.
- (4) The school district shall ensure that any student eligible for special education who is enrolled in a separate facility will be provided with appropriate physical education services.

For additional information regarding Washington State Physical Education expectations please see the [Office of the Superintendent of Public Instruction page on Physical Education](#).

ALE Laws & WAC and Triple UNSAT Process for WAVA High School

When a student receives unsatisfactory monthly conference for 3 consecutive months; this is referred to as triple unsatisfactory (UNSAT) and subject to an intervention plan as required by ALE and WAC Law.

According to WAC 392-550-025 section (4)(a), "if it is determined that the student failed to make satisfactory progress or that the student failed to follow the written student learning plan, an intervention plan must be developed for the student." At WAVA, this intervention plan consists of a class (selected by the student's teacher, advisor, or administrative support staff) to be removed from the student's schedule, unless there are unique extenuating circumstances that prohibit the removal of a class for the intervention plan as required by ALE Laws and the WAC.

More information regarding ALE and WAC laws can be found here:

<https://apps.leg.wa.gov/WAC/default.aspx?cite=392-121-182>

Grades, Report Cards, Awards and Transcripts

The Online School offers an on-going report of a student's academic progress and attendance information. A parent/guardian or learning coach may log on to the system at any time to view this information.

Formal report cards and honor roll certificates are emailed by the WAVA office after each semester. Copies of past report cards, honor roll certificates, or transcripts can be requested from WAVA's Registrar via email:

recordsrequest@wava.org.

Honor Roll Criteria

K-5 Students: Students earning a grade of B or Higher in all assigned courses on the last day of semester.

6-12 Students: Students earning between a 3.5 and 4.0 grade point average on the last day of semester.

Homeschool Transcripts

Washington Virtual Academies - Omak does not accept homeschool report cards or transfer credits. Families should consider the potential impacts upon on-time graduation when transferring to WAVA-Omak for high school.

Graduate Honors Recognition

At WAVA High School, students earning a cumulative 3.5 or higher grade-point average (GPA) upon graduation will be awarded the academic recognition of graduating with honors.

Valedictorian Determination

Valedictorian(s) will be the graduating senior(s) having the highest grade-point average, have passed state and WAVA assessments at or above expectations or has met a state graduation pathway and have maintained satisfactory school status. In case of ties (equal GPAs), Co-valedictorians will be named.

Middle School Students Who Take High School Credit Courses

If you are a 7th or 8th grade student who is taking high school courses for credit with a high school teacher, the grades received in those courses will automatically begin your official transcript and will become part of your permanent high school academic record.

Special Programs Progress Reports

Students receiving Special Education services with WAVA will receive an IEP Progress Report at the end of each semester and sent at the same time as semester and year-end report cards.

Responsibilities, Expectations, and Obligations

WAVA Essential Elements



WAVA is a fully virtual Alternative Learning Experience (ALE) public school within Omak School District (OSD). It exclusively offers OSD approved online courses and instruction to both full and part time students that permanently reside in Washington State.



All WAVA teachers are fully certified WA teachers and are assigned to each student. WAVA teachers have the primary responsibility for assessing work, monitoring progress, and assuring the successful implementation and progress on written student learning plans. Teachers will define specific student assignments, progress targets, assessments, and attendance requirements.



WAVA defines specific start date windows to assure that accepted students and families have a successful transition into WAVA's unique online learning platform. The school has a limited amount of student enrollment spaces corresponding to teacher staff capacity and as a result, may need to maintain grade level wait lists until the next available transfer window.

Enrollment Criteria

WAVA students must physically reside within Washington State to be eligible for initial and continued enrollment in WAVA. To be considered for admission into WAVA as a district transfer student, all required enrollment forms must be fully completed.

All WAVA teachers are fully certified Washington teachers. WAVA teachers have the primary responsibility for assessing work, monitoring progress, providing live online instruction, and assuring the successful implementation and progress on the written student learning plans. Teachers will define specific students' assignments, progress targets, assessments, and live online attendance requirements.

WAVA defines specific start date windows to ensure that admitted students and families have successful transitions into WAVA's unique online learning platform. The school has a limited number of student enrollment spaces corresponding to teacher staffing capacity and, as a result, may need to maintain grade level waitlists until the next available enrollment window.

Per policy, WAVA employees are prohibited from receiving any compensation or payment as an incentive to increase student enrollment of out-of-district students in an alternative learning experience course or coursework. School districts must ensure that no students or parents are provided any compensation,

reimbursement, gift, reward, or gratuity related to the student's enrollment in, an alternative learning experience course or coursework unless otherwise required by law. This prohibition includes, but is not limited to, funds provided to parents or students for the purchase of educational materials, supplies, experiences, services, or technological equipment.

All WAVA Elementary and Middle School students are required to have full time adult supervision provided by the parent, guardian, or adult designee during the school day for instruction and learning activities. High school students may also require adult supervision to be successful within WAVA. If so, this supervision must be provided by the parent, guardian, or family designee.

WAVA refers to the adult providing the required daily supervision as the Learning Coach. Student progress and success in the WAVA program is highly dependent upon an involved and responsive Learning Coach. All students have unique needs and require various levels of daily support and encouragement. Learning Coaches must be willing and able to provide day-to-day supports that guides their students to their daily assignments and help students to engage with their learning activities. The supervision and supports needed to successfully school online often vary from student to student based on age, attitude, family situations and/or special needs. Regardless, Learning Coaches must be available each school day to provide the support needed to meet each individual student's needs.

WAVA teachers and staff are strictly prohibited from providing support or services physically inside of any student's home. As such, the Learning Coach plays an indispensable role at WAVA, especially for younger students and/or those with unique needs.

Open lines of communication are essential for success at WAVA. Students and parents must be able to respond back to all teacher and school requested communications in a timely manner. Whenever requested by teachers or administration, students and parents must be willing and able to attend and participate in pre-scheduled student-teacher or parent-teacher conferences held in the online classroom.

Families must provide or arrange for daily access to a computer with high-speed internet access that meets the specifications of the online school program. (<http://www.K12.com/curriculum/high-school-program-courses/high-school-course-list/technical-requirements.html>) Additionally, students must have audio microphone capability to participate and interact in live, online classes. WAVA can loan a limited number of laptops to families each year. Information on qualifications and user agreements will be shared during the enrollment process. If loaned a laptop, it remains the family's responsibility to arrange for daily internet access.

Successful academic progress within WAVA is directly related to consistent, daily engagement. WAVA will track compulsory school attendance throughout the school year through the completion and documentation of weekly contacts between students and teachers. All students will be able to complete required contacts with teachers through digital means such as phone, email, online classrooms, texting, etc. All full-time students must be able to participate in teacher assigned live online classes daily as part of their attendance requirement.

Students must participate in all state, district and school mandated student assessments. Parents/guardians are required to provide or arrange for transportation to and from designated WAVA testing locations throughout the state.

WAVA will provide written notice of approval or denial of all applications for enrollment within a reasonable time. If WAVA determines that it cannot accept a student's application for enrollment, written notification of the denial of their application will include the reason or reasons for denial and notification of an applicant student's right to appeal under RCW 28A.225.230(3).

At any time throughout the year, should any of the above enrollment criteria, school rules or OSD policies fail to be met and/or maintained, the student's choice transfer may be rescinded by the Principal, thereby terminating a student's WAVA enrollment.

Contact with Teacher



Washington State Law requires that, "Each student enrolled in an alternative learning experience must have one of the following methods of contact with a certificated teacher at least once a school week until the student completes all course objectives or otherwise meets the requirements of the learning plan:

- (i) Direct personal contact; or
- (ii) In-person instructional contact; or
- (iii) Synchronous digital instructional contact.

The educational progress of each student enrolled in an alternative learning experience must be evaluated at least once each calendar month of enrollment by a certificated teacher."

Parent-Teacher communication is vital cornerstone to maintain the unique partnership between the school and parents. Teachers are the parents' first point of contact for academic questions. Respectful, productive communication is expected parent to teacher, and teacher to parent. Whenever possible, Learning Coaches and Legal Guardians should attend live meetings with their webcam and microphone turned on. Parent/Learning Coach phone conversations with teachers or the office that include profanity and/or uncontrolled anger or shouting will not be permitted. If parent behavior is disrespectful in this manner, the conversation will revert to written communications only. Parent/Guardians and Learning Coaches are expected to maintain responsiveness to email, newsletters, and phone communication with assigned teachers, school staff, and the school. Professional, courteous two-way communication is always encouraged ([Omak School Board Policy 5101](#))

Email

Certificated Washington teachers are vital in the educational model utilized by WAVA and are your first point of contact. **All written communication** should be sent by email. Email is your source for the most current information regarding your child's education. Students should read their student email twice daily. Parents and students are asked to reply promptly to any message received from WAVA teachers, administration, or K12.

Student-Parent-Teacher Monthly Conferences

Monthly Conference checks are required for all WAVA students and are a dedicated time for certificated teachers to review student attendance, grades, progress and achievement. Teachers are required each month to determine if a student is successful within the WAVA program. Those students not making satisfactory

attendance and/or progress must participate in a live conference with the student, parent and teacher to develop a formal plan for improvement. For students who have a proven pattern of successful engagement in courses and consistently meeting program requirements, the teacher may elect to communicate satisfactory monthly standing to families through email rather than through a formal conference meeting. Additionally, parents and students may request a conference at any time.

Learning coaches and students are required to keep all scheduled conferences or provide 24-hour notice if a cancellation is necessary. Please keep in mind when cancelling an appointment, monthly conferences must be completed by the last school day of each month. Rescheduling the cancelled appointment within the same month is mandatory.

Contact with WAVA

Monthly Conference checks are required for all WAVA students and are a dedicated time for certificated teachers to review student attendance, grades, progress and achievement. Teachers are required each month to determine if a student is successful within the WAVA program. Those students not making satisfactory attendance and/or progress must participate in a live conference with the student, parent and teacher to develop a formal plan for improvement. For students who have a proven pattern of successful engagement in courses and consistently meeting program requirements, the teacher may elect to communicate satisfactory monthly standing to families through email rather than through a formal conference meeting. Additionally, parents and students may request a conference at any time.

Learning coaches and students are required to keep all scheduled conferences or provide 24-hour notice if a cancellation is necessary. Please keep in mind when cancelling an appointment, monthly conferences must be completed by the last school day of each month. Rescheduling the cancelled appointment within the same month is mandatory.

Use of Text Messaging and Cost Indemnification

Washington Virtual Academies uses Blackboard Connects auto-dialer feature to text message families regarding important, urgent updates such as: school deadlines, events, outages, and other pertinent information. As an enrolled family, **you must opt-in to receive text message communications**. If you missed the initial opportunity to opt-in this year, you may do so now by completing the following form:

<https://tinyurl.com/WAVATextOptInForm>

When determining whether you would like to opt into text messages, please take the following into consideration:

- WAVA will use this tool for outreach purposes
- Message and data rates may apply
- You will receive an average of 5-10 texts per month from WAVA Admin and Staff
- If you need support in opting out, please contact WAVA Family Engagement Coordinator, Heather Bennett, at info@wava.org
- If you change your mind after opting-in, please contact WAVA Family Engagement Coordinator, Heather Bennett, at info@wava.org to opt-out

Standard text messaging and data rates will apply, and WAVA is not responsible for these charges.

Please note, all messages from WAVA will be sent from numbers 23177 or 63709. We encourage you to save these numbers in your contact list, so you can easily identify messages from WAVA in the future.

Though you can respond to text messages, WAVA does not have the ability to read the content of your replies. We simply receive notification that you have responded. If you would like to receive a response regarding a question, please respond by emailing: info@wava.org.

Should you choose to opt out of receiving text messages at WAVA, simply reply STOP to any text message received from WAVA. **WAVA is not responsible for text messaging and data rates incurred because of school communications, be sure to reply STOP when you no longer wish to receive text messages.**

Receiving and Tracking Materials

Most assignments and textbooks are online and accessible through the OLS, although hardcopy textbooks and materials such as science and art equipment are shipped to your home. When enrollment is approved, it may take 7-10 business days for materials to arrive via UPS. You may track your shipments in the OLS. An itemized list of all shipped materials and tracking information will be included. If you are missing anything, please call K12 directly at **(866) 512-2273** as soon as possible or communicate with customer support via email at <http://help.k12.com/support/contact-support>. Select the “Request Support” link to send the email. Please have the grade level, subject, item description, and item number available when calling or emailing.

End of Year Tasks

Re-Registration

Each spring we begin the process for re-enrolling for the next school year. Please watch for emails and Online School notifications in late-March and early-April and respond as quickly as possible to secure your spot! All re-enrollments should be completed by the end of May for the next school year; this includes completing the Washington state required Choice Transfer Request Form with your Resident School District.

Washington Choice Transfer Release Request Portal: <https://eds.ospi.k12.wa.us/ChoiceTransferRequest/>

Washington OSPI Choice Coordinator Contact List:

<https://eds.ospi.k12.wa.us/ChoiceTransferRequest/Home/Contact>

Consumables vs. Returnable Materials

Some materials in the curriculum are considered “consumable”, such as paints, seeds, write-in workbooks, and dirt. Consumable materials are not required to be returned. If consumable items such as workbooks have not been written in, please return them as well so they can be redistributed to other families.

Other materials are “returnable,” such as hard bound books, CDs, and microscopes. All items on the returnable list cannot be written in and must be returned to K12 using the pre-paid shipping labels provided by K12. Shipping labels are auto generated and sent to families when a student completes a course and will be delivered via email. The parent/legal guardian will be responsible for the replacement cost of items on the list that are not returned.

PLEASE NOTE: When a student withdraws prior to the end of the school year, all items, regardless of condition, must be returned to K12. This includes used student workbooks.

Technology

Parents are responsible for providing a computer, microphone, printer, and High-Speed Internet access to participate in the program. Families are responsible for ensuring their personal computer meets the required specification for our Online School Platform as explained at the

[K12 Computer Technical Requirements](#) page. Please be advised that K12 technology support is limited to K12 online web-based tools.

WAVA offers the option of loaner laptops for students who qualify for Free and Reduced Meals or receive Special Education Services AND complete K12's required Laptop User Agreement.

- Students in grades K-5 may qualify to receive 1 laptop per 2 enrolled students in the family
- Students in grades 6-12 may qualify to receive 1 laptop per enrolled student

Internet Safety

The Internet provides an amazing variety of ways for students to learn and interact with their world – attending school, homework help, watching videos, playing games, researching new topics. Yet the Internet also contains significant challenges and dangers ranging from mild distractions to cyberbullying to adult predators that attempt to exploit unsuspecting children. As such, families must create and sustain a safe, entertaining, and informative Internet environment, free from the intrusion of unwanted material, and other harmful and online threats. Please visit the following websites for more information, parent workshops, videos, and many more resources to help develop your family's internet safety plan.

<http://www.k12.wa.us/safetycenter/internetsafety/pubdocs/InternetSafety.pdf>

<http://www.netsmartz.org/internetsafety>

http://kidshealth.org/parent/positive/family/net_safety.html

<http://www.safekids.com/kids-rules-for-online-safety/>

District and State Policies and Procedures

Academic Honesty

WAVA provides students an environment that teaches and supports honesty and integrity. Cheating and plagiarism result in a false evaluation of student performance and the mastery of the subject matter. It also harms other students by lowering the value of their honest achievement. Cheating and plagiarism are unacceptable and will result in disciplinary action.

Cheating and Fabrication: When a student claims they have mastered information they have not or when a student falsifies information.

Plagiarism

The definition of plagiarism is the following: copying or imitating the language, ideas, or thoughts of another writer or of an artificial intelligence application and passing them off as your own original work. Specific examples of plagiarism are as follows:

- Copying or rephrasing another student's work
- Having someone else (including LCs) write an assignment or rephrase any part of the assignment (not just proofread it)
- Directly copying online sources, student aids (for example: Spark Notes), critical sources, or reference materials in part or in whole without acknowledgment
- Indirect reproduction of online sources or student aids, such as Cliff Notes, Cole Notes, critical sources, or reference materials by rephrasing ideas borrowed from them without acknowledgment
- Using any type of Artificial Intelligence website or application to write or rewrite one's writing

****Using any tool not yet created that formulates responses or writing for the student, bypassing the thinking and learning process****

In a World Language class, using online translators is considered to be plagiarism and is not acceptable. Teachers easily recognize the use of online translators. If desired, the student will have the opportunity to meet with the teacher by phone or in Class Connect to provide acceptable evidence that the assignment is original work.

Consequence for Cheating and Plagiarism

- (1) First Offense: The student will receive corrective action. The student may be allowed to resubmit the assignment, but the student cannot earn a grade higher than a "D" on it. The student may be required to conference with the assistant principal.
- (2) Second Offense: The student will receive zero points for the assignment and not be allowed to resubmit it. The student and parent/guardian will be required to conference with an assistant principal.
- (3) Third Offense: The student will fail, for the semester, the class in which the third offense occurred and will be removed from enrolment with WAVA at the end of the semester or school year, whichever comes first. The student will not be allowed to re-enroll in WAVA in the future.

Copyright: All users of computers/technologies shall comply with current copyright laws.

General: Violation of any of the conditions of use may be cause for disciplinary action.

Blank Assignments: Submitting blank assignments for credit is considered unacceptable and will result in a zero grade as well as a phone call to the parent/guardian or learning coach.

Philosophy of Discipline

Our goal is to be fair and consistent in moving students toward independent learning and appropriate behavior.

While participating in any school sponsored event or outings, WAVA students are subject to the student discipline policies of the School District. Any behavior which disrupts the learning environment, endangers the safety of others, or endangers the safety of the student will not be tolerated. Disruptive students will be removed from school activities.

We expect students to
act responsibly.

We reinforce positive
behaviors and
recognize
improvement.

We provide
opportunities for
students to be involved
and contribute in our
school community.

We teach students how
to be responsible for
their own behavior.

We treat students with
respect.

At WAVA, we expect proper behavior online and, in all Class Connect sessions. Any communications or postings that harass or intimidate students or teachers or disrupt any online classes are considered unacceptable in the School District. It is a parent's responsibility to monitor behavior during all school activities.

It is important for all students to understand that any inappropriate postings made during a Class Connect session can be traced back to the home address in much the same way that a phone call can be traced to a single phone number. Using a false username will still result in a successful trace. WAVA staff responds to all inappropriate language or behavior, and students will receive consequences in accordance with School District policy.

Discipline Procedures

Each situation is different and will be addressed appropriately by school staff. For common discipline issues, steps will be taken to promote positive decision making, re-teach expectations, and encourage positive behaviors.

Removal/Withdrawal/Transfer from WAVA

Parent Initiated Withdrawals

Parents who wish to withdrawal their student from WAVA must notify their homeroom teacher and complete the required Parent Withdrawal Form available via www.tinyurl.com/WAVAParentWD. It is the parents' responsibility to enroll their student in another education program and inform WAVA of their student's next placement on the Parent Withdrawal Form.

WAVA will not release your Choice Transfer Form or complete your withdrawal without notification of your student's next placement choice (brick and mortar school, private school, homeschool, or dropout). Once the required withdrawal form is completed and processed, WAVA will inform your resident school district of your withdrawal.

WAVA Transfer Windows

Transfer requests for the current school year must be submitted and completed by the deadlines detailed below:

| Applying to Transfer into WAVA Deadline | Application Deadline Date |
|---|-------------------------------|
| Last Day to Transfer Kindergarten – 11 th Grade Students | March 28 th 2025 |
| Last Day to Transfer 12 th Grade Students | October 25 th 2024 |
| Applying to Withdrawal from WAVA Deadline | Request Deadline Date |
| Last Day to Transfer 9-12 Grade Students – First Semester | January 3 rd 2025 |
| Last Day to Transfer 9-12 Grade Students – Second Semester | May 16 th 2025 |
| Last Day to Transfer K-8 Students | May 16 th 2025 |

Choice Transfer Forms received after the application deadline will not be approved, Choice Transfer Requests will not be accepted, and students will be unable to enroll with Washington Virtual Academies for the current school year.

Withdrawal requests received after the end of year deadline will not be approved, Choice Transfer Requests will not be released, and students will remain enrolled with WAVA through the last day of the school year. WAVA's truancy policy will remain in effect during this window to ensure all students participate in a full year of education.

School Initiated Withdrawals



Omak School Board Policy 3141 States:

Non-resident approval may be terminated by the school principal at any time if regular attendance and adherence to all school rules are not maintained. Termination of the nonresident approval is the sole responsibility of the school principal. It is the responsibility of the building principal to notify the parent(s)/guardian(s) that the non-resident approval is being revoked and the specific reason.

Students may be removed from the WAVA program if they fail to:

- Respond to teacher/administrator phone calls and/or emails
- Participate in scheduled parent/student/teacher conferences
- Attend required Class Connect sessions required by teacher
- Have weekly student/teacher communication
- Communicate change of contact
- Follow program district policies

Students may be removed from the WAVA program for falsifying:

- Progress in the Online School
- Enrollment documents

Students may be removed from the WAVA program if the student is removed from:

- A WAVA sponsored event due to disciplinary action
- Class Connect sessions due to disciplinary action

Students who are removed from the WAVA program for failure to comply with school rules are not eligible for reenrollment during the current school year and may not be eligible to enroll in future years. If removed from the program, WAVA will rescind your Choice Transfer Form and you will be released to your resident school district. WAVA will notify your resident school district of your withdrawal from WAVA.

Appeal Process

To appeal a school initiated withdrawal, the legal guardian will need to provide a written letter of appeal via email to the student's assigned Principal. The letter of appeal must include:

- Acknowledgment of the issues which qualified the student for a school-initiated withdrawal including providing justification for lack of compliance with school rules, expectations, and policies as outlined in this handbook or in alignment with Omak School Board Policies.
- An outlined plan of improvement including legal guardian/learning coach supports for the student in the event the appeal is approved

K-5 Legal Guardians should email Principal **TBD (tbd@k12com)**

6-12 Legal Guardians should email Principal Terry Ackerman (tackerman@k12.com)

Please note that an appeal does not guarantee re-enrollment approval.

Truancy Policy and Unexcused Absences



Compliance with State attendance statutes and regulations is the responsibility of the students and parents. The school is obligated to keep an accurate record of attendance and academic progress.

Student engagement and communication are vital to a WAVA student's success. Students engage by attending live assigned Class Connect sessions and responding to teacher emails, phone calls, texts, etc. Students are expected to attend all Class Connect sessions marked Required. There are no additional requirements for parents to report attendance as attendance is based off internal reporting.

An absence is defined as failure to complete required student-teacher weekly contact; it is considered unexcused unless the absence is pre-arranged with the homeroom teacher and the absence meets the [definition of an excused absence](#) per the Office of the Superintendent of Public Instruction.

If your student is absent, please contact your assigned Homeroom Teacher via email to let them know. You can access your student's homeroom teacher's email via the Online School.

School/District Requirements:

- After each absence, the school is required to inform the parents in writing or by phone.
- After two absences, the school is required to initiate a parent conference to improve the students' attendance.
- After four absences in a month, the parent and appointed school administrator as well as applicable support star are required to complete a parent conference to improve student attendance.
 - School administrators reserve the right to place students on attendance contracts at their discretion.
- Between a student's second and seventh absence, the school will take data-informed steps to administer an approved attendance assessment and implement identified interventions as noted during the attendance assessment review.
- After six absences, the school administration may process an official withdrawal from WAVA due to violation of attendance requirements and WAVA-Omak school board policy 3141. Withdrawal will occur at WAVA's discretion and in alignment with school dictated withdrawal timelines.

Excessive unexcused absences may result in:

- Principal initiated withdrawal from WAVA and ineligibility for future re-enrollment and/or
- Truancy petition may be filed with the courts in alignment with the Compulsory School Attendance and Admission Law ([RCW 28A.225.010](#))

It is the parent/legal guardian's responsibility to enroll their student into the local school district in the event of withdrawal from WAVA.

Student Handbooks and Other School Requirements

The WAVA Student Handbook contains essential information tied to program rules, requirements, and the Written Student Learning Plan. This document must be reviewed and understood by all students and parents/guardians. Access to the revised, updated handbook for the current school year will be provided to all families prior to the first day of school and will be available for download from the school website throughout the school year.

Family Education Rights and Privacy Act (FERPA)

The School District is required to provide families with annual notification of their rights under the [Family Educational Rights and Privacy Act of 1974](#). Under the provisions of that law, the parent or eligible student has a right to:

- Inspect and review the student's educational records. Please make an appointment with us if you would like to do that.
- Request amendment of the student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- Consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that the Act and regulations authorize disclosures without consent.
- Request Student Records, which are available upon request at the district office.

Directory information can be released by the district without parental or student consent, unless parents or adult students (18 years or older) specifically request that such information or a portion of the information not be released. The district will not release directory information for commercial purposes or other purposes not related to the school program or the conduct of official government business.

Directory information includes student name, address, family email address, telephone listing, date and place of birth, date of enrollment, school and school program attended.

Parents who do not wish directory information released should complete the digital WAVA Directory Information Opt-Out form available at: <http://tinyurl.com/WAVADirectoryOptOut>

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

- To other school officials, including teachers, within the educational agency or institution whom the school determined to have legitimate educational interests. This includes contractors, consultants, volunteers, and other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed §99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(3) are met. (§99.31(a)(1))

- To officials of another school, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirement of §99.34.

Please note: Parent email is a part of student Personally Identifiable Information which is another reason to update and review your FERPA/Directory Release information in your Learning Coach account in the Online School.

Student Data Privacy and Security Policy

The efficient collection, analysis, and storage of student information is essential to improve the education of our students. As the use of student data increases as technology advances, the need to exercise care in the handling of confidential student information intensified. The privacy of students and the use of confidential student information is protected by federal and state laws, including FERPA.

Student information is compiled and used to evaluate as well as improve Washington's education system and improve transitions from high school to postsecondary education or the workforce. Washington Virtual Academies aligns its practice with the policies and practices required by the Office of the Superintendent of Public Instruction to ensure the proper collection, protection, storage, and use of confidential student information stored within student information systems (Skyward and The Online School).

Collection

- Washington Virtual Academy follows applicable state and federal laws related to student privacy in the collection of student data.

Access

- Unless prohibited by law or court order, Washington Virtual Academy shall provide parents, legal guardians, or eligible students, as applicable, the ability to review their child's educational records.
- The superintendent, administrator, or designee, is responsible for granting, removing, and reviewing user access to student data. An annual review of existing access shall be performed.
- Access student documents maintained by Washington Virtual Academy shall be restricted to: (1) the authorized staff of the public school who require access to perform their assigned duties; and (2) authorized employees of the State Board of Education and the State Department of Education who require access to perform their assigned duties; and (3) contractors who require access to perform their assigned duties.

Security

- Washington Virtual Academy has in place administrative security, physical security, and logical security controls to protect from a data breach or unauthorized data disclosure.
- WAVA shall immediately notify the Office of the Superintendent of Public Instruction in the case of a confirmed data breach or confirmed unauthorized data disclosure.
- WAVA shall notify affected individuals, students, and families in a timely manner if there is a confirmed data break or confirmed unauthorized data disclosure.

Use

- Publicly released reports shall not include student specific information and shall use aggregate data in such a manner that re-identification of individual students is not possible.
- Contracts without outside vendors involving student data, which govern databases, online services, assessments, special education or instruction supports, shall include the following provisions which are intended to safeguard student privacy and security of the data:
 - Requirement that the vendor agrees to comply with all applicable state and federal law;
 - Requirement that the vendor have in place administrative security, physical security, and logical security controls to protect from a data break or unauthorized data disclosure;
 - Requirement that the vendor restrict access of student specific information to only authorized staff who require such access to perform their assigned duties;
 - Prohibition against the vendor's secondary use of student specific information including sales, marketing, or advertising;
 - Requirement for data destruction and an associated timeframe; and
 - Penalties for non-compliance with the above provision
- Directory information is outlined by the US Department of Education and the Federal Education Rights and Privacy Act (FERPA): <https://studentprivacy.ed.gov/ferpa-regulations> and further defined by Omak School District policy 3231P: <https://app.eduportal.com/share/37c8af28e84117da>
 - If WAVA chooses to publish directory information which includes student specific information, parents will be provided an opportunity to opt-out of the directory.
 - If a parent does not opt-out, the release of information as part of the directory is not a data breach or unauthorized data disclosure.
 - You may opt-out of directory information using this survey (be sure to complete it for each student currently enrolled): <https://forms.gle/WS4hdKQcgdbJgdii6>

Protection of Pupil Rights Amendment (PPRA)

[The Protection of Pupil Rights Amendment](#) requires that the school district notify parents and obtain consent or allow them to opt their child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

- Political affiliations or beliefs of the student or students' parents;
- Mental or psychological problems of the student or students' family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or the students' parents; or
- Income, other than as required by law to determine program eligibility.

The Protection of Pupil Rights Amendment (PPRA) requires that local education agencies (LEAs), in consultation with parents, develop the following local policies concerning student privacy, parents' access to information, and administration of certain physical examinations to minors:

- The right of a parent of a student to inspect, upon the request of the parent, a survey created by a third party before the survey is administered or distributed by a school to a student, and any applicable procedures for granting a request by a parent for reasonable access to the survey within a reasonable period of time after the request is received;
- Arrangements to protect student privacy that are provided by the LEA in the event of the administration or distribution of a survey to a student containing one or more of the eight protected areas of information;
- The right of a parent or student to inspect, upon the request of the parent, any instructional material used as part of the educational curriculum for the student, and any applicable procedures for granting a request by a parent for reasonable access to instructional material within a reasonable period of time after the request is received;
- The administration of physical examinations or screenings that the school or LEA may administer to a student;
- The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the LEA in the event of such collection, disclosure, or use;
- The right of a parent of a student to inspect, upon request, any instrument used in the collection of personal information (a student or parent's first and last name, a home or other physical address, a telephone number, or a Social Security identification number) before the instrument is administered or distributed to a student, and any applicable procedures for granting a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.

Education Ombuds Awareness

The Washington State Office of Education Ombuds (OEO) listens, shares information and referrals, and works with families, communities, and schools to address concerns so that every student can fully participate and thrive in our state's public schools. OEO provides support in multiple languages and has telephone interpretation available. To get help or learn more about what OEO does, please visit their website: <https://www.oeo.wa.gov/en>; email oeoinfo@gov.wa.gov, or call: [1-866-297-2597](tel:1-866-297-2597) (interpretation available).

The Washington State Governor's Office of the Education Ombuds (OEO) is an independent state agency that helps to reduce educational opportunity gaps by supporting families, students, educators, and other stakeholders in communities across WA in understanding the K-12 school system and resolving concerns collaboratively. OEO services are free and confidential. Anyone can contact OEO with a question or concern about K-12 public schools.

Example issues addressed by the Education Ombuds (OEO) include but are not limited to:

- Academic Progress

- ALE/Charter/Online/Home Schooling
- Athletics and Activities
- Attendance and Truancy
- COVID-19 Coronavirus Information and Resources for Families
- Discipline, Suspensions, and Expulsions
- Discrimination
- Enrollment/Choice Transfer
- Family and Community Engagement
- Foster, Homeless, and High Mobility Students
- Harassment, Intimidation, and Bullying
- Highly Capable
- Language Access
- Opportunity Gap
- School Climate
- Special Education and Section 504
- Special Education Transition
- Transportation
- World Language Credit Program

Washington State Work Permit for a Minor Employee

Students must have and post a minor work permit for every workplace where an employer hires one or more people under 18 years of age. Some work labor duties are prohibited for minors. For information about restrictions, visit the [Department of Labor and Industries website on youth employment](#).

If you believe an employer violated child labor laws, you can file a [workers rights complaint](#) through the Department of Labor and Industry.

Before a workplace can hire a minor (student), you must:

1. Get a [Minor Work Permit Authorization](#) from the WAVA School Registrar by emailing registrar@wava.org. Only the parent or legal guardian can request this permit as it requires parent or legal guardian approval in addition to school approval. Only the School Registrar or Academic Administrator may approve a Minor Work Permit Authorization and any agreement with other staff may not be honored as they do not have the data needed to approval these permits.
2. When applying for the Minor Work Permit Authorization, be sure to include a copy of one of the following documents to verify their [current age requirements](#) are met by job type:
 - a. Non-Agricultural Jobs
 - i. Birth Certificate and Social Security Card
 - ii. Driver's License
 - iii. Baptismal Record
 - iv. Notarized Statement from the Parent or Legal Guardian
 - b. Agricultural Jobs
 - i. Birth Certificate

- ii. Driver's License
 - iii. Baptismal or Bible Record
 - iv. Insurance Policy at least one year old indicated date of birth
 - v. Notarized statement from the parent or legal guardian
 - vi. Completed federal employment eligibility verification (I-9 Form)
3. Students must be considered in Good Standing with Washington Virtual Academies to receive an approved Minor Work Permit Authorization:
 - a. Must have less than 2 truancies accrued per semester
 - b. Must demonstrate the equivalent course progress/grade of a 2.0 GPA or higher
 - c. Must not be place on an Academic or Non-Attendance Contract
 4. Students must maintain the above requirements (Bullet #3) to retain annual minor work permit. This is reviewed every 90 days by the WAVA Office. Students not remaining in compliance to qualify for a minor work permit will have their work permit revoked and will need to re-apply with administrative approval.
 5. If your student is considered and in good standing and all required documentation is provided to the WAVA Middle/High School Registrar, you will receive a copy of your approved, signed, and if necessary stamped authorization via hard-copy mail. If not, you will receive an email noting why your student has not qualified to receive an approved minor work permit.

For additional information, please see: [Teens at Work: Facts for Employers, Parents, and Teens](#) from the Washington State Department of Labor and Industries.

Vision and Hearing Screenings

Washington law requires that vision and hearing screening services be provided to students in grades K-3, 5 and 7. An online registration form will be sent to eligible students upon enrollment or during the first few weeks of school which allows families to choose how they will fulfill this requirement:

1. Participation in WAVA's free at-home screening process using provided materials and your telephone
2. Return a form confirming that a screening has been completed by a medical provider within the last 13 months
3. Return a form confirming that the family has contacted their local school district to request screening
4. For late enrolled students: return a form indicating that the student was screened at their local school prior to enrolling with WAVA
5. Students screened by WAVA will receive results and follow up instructions on what to do if there are concerns about your student's hearing or vision

Statement of Non-Discrimination/Equal Educational Opportunities

The following policies have been adopted and are reflected in our employment practices:

Omak School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle

questions and complaints of alleged discrimination: Civil Rights Coordinator and Title IX Coordinator: Brittney Richter, (509) 826-8386, brichter@omaksd.org, or WAVA Family Resource Coordinator: Kathy Swartz, (253) 682-7906, kaswartz@k12.com; and Section 504 Coordinator: John Holcomb, (509) 826-8342, johnholcomb@omaksd.org, P.O. Box 833, Omak, WA 98841 or WAVA 504 Coordinator, Scott VanGerpen, (253) 964-1068 svangerpen@wava.org. This organization complies with the Americans with Disabilities Act. Persons who may need some accommodation in the hiring process should contact the Human Resources Office.

Omak School District is a drug and tobacco free workplace.

For more information on Omak School District's Affirmative Action Plan, please visit the "District Information" section located under "our District" on the Omak School District website at www.omaksd.org.

This organization requires a successful applicant to provide employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.

McKinney-Vento Act

The Omak School District is required by Washington Administrative Code 392-172-100 to inform patrons of special education services and programs available within the district, including the McKinney-Vento Homeless Assistance Act of 1986.

The McKinney-Vento Act defines homeless children as "individual who lack a fixed, regular, and adequate nighttime residents." The McKinney-Vento Act requires schools to register McKinney-Vento children even if they lack normally required documents, such as immunization records or proof of residence. WAVA families experience homelessness is encouraged to contact our Omak School District Liaison Racie McKee at (509) 826-7680 (rmckee@omaksd.wednet.edu) or you may contact WAVA's Family Resource Coordinator Kathy Swartz at (253) 682-7906 (kaswartz@k12.com)

The McKinney-Vento Act (42 U.S.C. § 11431 et seq.) promotes school stability and academic success of children and youth experiencing homelessness by requiring every school district to provide education and related services for students experiencing homelessness. For more information regarding WAVA and the McKinney-Vento Program, please contact our Family Resource Coordinator, Kathy Swartz, via email (kaswartz@k12.com) or phone (253) 682-7906. Our policy regarding the McKinney Vento act is available at the bottom of our school website's landing page: <https://www.wavabulletinboard.com/>. All students experiencing homelessness are fully integrated into WAVA programing.

For additional resources, please see: http://center.serve.org/nche/ibt/parent_res.php

Regulation of Dangerous Weapons on School Premises

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities unless specifically authorized by state law. Carrying a dangerous weapon upon school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9A.12.020 is a criminal offense. The superintendent is directed to see that all school facilities post 'Gun

Free Zone’ signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the superintendent of public instruction.

Change of Contact Information

Parents are required to notify the WAVA Office at 253-964-1068 or registrar@wava.org of any change in name, address, email, phone number, emergency contact, responsible adult, or court order designating a change in guardianship. Additional documentation may be required. This information is part of your child’s educational record and must be kept current.

Objectionable Materials Policy

If certain lessons, books, or materials are determined to be objectionable, parents should contact the WAVA teacher and utilize the feedback option within The Online School and contact your teacher for that course.

Health Related Curriculum Opt-Out

If you determine our sexual health education curriculum to be objectionable, you may opt-out your student by completing the WAVA Health Related Curriculum Opt-Out form for each of your enrolled students.

WAVA Health Related Curriculum Opt-Out Form: https://docs.google.com/forms/d/1ElxRxD2rp-C_0o6VQalW5E7nUBSxfgMQ6it3E_D9xAs/edit?usp=sharing

By opting out: you agree you are voluntarily electing to opt your student out of health-related curriculum as it applies to sexual education curriculum. You acknowledge you accept the educational responsibility to provide health related instruction, as it applies to sexual health, to your student. If you elect to opt-in to outside curriculum or resources, you do so at your own cost.

Security

Online School logins or accounts are to be used by the authorized owner of the account for the authorized purpose. Students must only login to their students' account. They are not permitted to use parent logins.

Personal Security

Personal information such as complete names, addresses, social security numbers, telephone numbers, and identifiable photos should remain confidential and not communicated on the system. No user may disclose, use, or disseminate personal identification information regarding minors without authorization. Students should never make appointments to meet people in person whom they have contacted on the system without parent permission. Students should notify their teacher or other adults whenever they come across information or messages, they deem dangerous or inappropriate.

School Property

WAVA and K12 provide materials, books, and other curricular supplies. These materials are school property and must be kept in good condition.

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

- All property 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.

All materials shipped to enrolled students are the property of WAVA. These materials are on loan to the student and the responsible adult for the school year or the student's enrollment period. It is the responsibility of the student and/or the adult to ensure that all materials are utilized appropriately and not damaged. Items listed on the returnable materials list should be returned in usable condition.

Please read the reclamation letter from K12 carefully.

Technology Acceptable Usage

In the use of technology at WAVA, we do not allow students to reveal confidential information.

Malicious use of the system to develop programs or institute practices that harass other users, gain unauthorized access to any entity on the system, and/or damage the components of an entity on the network is prohibited.

Users are responsible for the appropriateness of the material they transmit over the system.

Harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.

The use of any obscene or pornographic material is prohibited. Students shall comply with any additional rules developed by the school/school district concerning appropriate use of telecommunication and other electronic devices.

Harassment, Intimidation, and Anti-Bullying

[Washington anti-bullying laws and regulations](#) include the following definitions of harassment, intimidation, and bullying:

“Harassment, intimidation, or bullying” means any intentionally written message or image – including those that are electronically transmitted – verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property.
- Has the effect of substantially interfering with a student’s education.
- It is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment.
- It has the effect of substantially disrupting the orderly operation of the school.

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during

other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!).

Reports about HIB can be made in writing or verbally.

- **K-5 Principal:** TBD (@k12.com) or (253) 591-6888 x
- **6-12 Principal:** Terry Ackerman (tackerman@k12.com) or (253) 563-0340
- **Special Programs Administrator:** (ssears@k12.com) or (253) 242-8029
- If the concern or grievance is not resolved by the Principal, the parent/legal guardian may request, in writing, a meeting (via phone or in person) with the Executive Director to discuss the concern or grievance. The Executive Director shall investigate and respond within ten (10) working days.
 - **Executive Director:** Susan Boyer (smouracadeboyer@k12.com) or (253) 563-0804
- If the concern or grievance is still not resolved, a request in writing will be submitted to the Omak School District Superintendent's Office.
 - **Omak District Superintendent's Office:** Estelle McCormack (emccormack@omaksd.org) or (509) 826-0320 x610

Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Brittney Richter, Human Resource Coordinator, (brichter@omaksd.org, (509) 826-8386)) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's *HIB Policy [3207]* and *Procedure [3207P]*.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy please see [\[3210\]](#) and Procedure [\[3210P\]](#).

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy please see [\[3205\]](#) and Procedure [\[3205P\]](#).

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

WAVA Civil Rights Coordinator: Kathy Swartz, Family Resource Coordinator, (kaswartz@wava.org, (253) 964-1068)

Omak Civil Rights Coordinator: Brittney Richter, Human Resource Coordinator, (brichter@omaksd.org, (509) 826-8386)

Concerns about sex discrimination, including sexual harassment:

WAVA Title IX Coordinator: Kathy Swartz, Family Resource Coordinator, (kaswartz@wava.org, (253) 964-1068)

Omak Title IX Coordinator: Brittney Richter, Human Resource Coordinator, (brichter@omaksd.org, (509) 826-8386)

Concerns about disability discrimination:

WAVA Section 504 Coordinator: Scott VanGerpen, 504 Coordinator, (svangerpen@wava.org, (406) 285-1388)

Omak Section 504 Coordinator: Sarah Lewman, 504 ADA Coordinator, (slewman@omaksd.org, (509) 826-8342

Concerns about discrimination based on gender identity:

WAVA Gender-Inclusive Schools Coordinator: Kathy Swartz, Family Resource Coordinator, (kaswartz@wava.org, (253) 964-1068)

Omak Gender-Inclusive Schools Coordinator: Brittney Richter, Human Resource Coordinator, (brichter@omaksd.org, (509) 826-8386)

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the secretary of the Omak school board [Superintendent Michael Porter (mporter@omaksd.org)] and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure ([3210P](#)) and Sexual Harassment Procedure ([3205P](#)).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure ([3210P](#)) and the HIB Procedure ([3207](#)) to **fully resolve your complaint**.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private

- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy, please see Omak School Policy [\[3211\]](#) and Procedure [\[3211P\]](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Brittney Richter, Human Resource Coordinator, (brichter@omaksd.org, (509) 826-8386).

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.

Notice Regarding Meningococcal Disease and HPV

Per the Revised Code of Washington #28A.210.080, Washington Virtual Academies is required to inform parents of students aged 11-18 about Meningococcal Disease and Human Papillomavirus. Below you will find some valuable information from the Center for Disease Control regarding these viruses. For additional information, please see: <https://www.cdc.gov/vaccines/vpd/mening/public/index.html>

Meningococcal Disease

What is Meningococcal Disease?

Meningococcal disease can refer to any illness that is caused by the type of bacteria called *Neisseria Meningitidis*, also known as meningococcus. These illnesses are often severe and include infections of the lining of the brain and spinal cord (meningitis) and bloodstream infections (bacteremia or septicemia).

Meningococcus bacteria are spread through the exchange of respiratory and throat secretions (e.g. spit, living in close quarters, kissing). Meningococcal disease can be treated with antibiotics, but quick medical attention is extremely important. Keeping up to date with recommended vaccines is the best defense against meningococcal disease.

Who needs a meningococcal vaccine?

- The Centers for Disease Control (CDC) recommends a meningococcal vaccine for:
- All children ages 11-18 or certain younger high-risk children
- Anyone who has been exposed to meningitis during an outbreak
- Anyone traveling to or living where meningitis is common
- Military recruits
- People with certain immune disorders or a damaged or missing spleen

Why do teens need a meningococcal vaccine?

Of the 1,000-2,600 people who get meningococcal virus each year, one-third are teens and young adults. Ten percent to 15% of those who get sick with the disease will die, even with antibiotic treatment. As many as 20% will have permanent side effects, such as hearing loss or brain damage.

What are the symptoms of Meningococcal Meningitis?

Symptoms of meningococcal Meningitis may vary from case to case. More common signs and symptoms include:

- General poor feeling
- Sudden high fever
- Severe, persistent
- Neck stiffness
- Discomfort in bright lights
- Drowsiness or difficulty awakening
- Joint pain

- Confusion or other mental changes

Which meningococcal vaccines are available?

In the U.S., two meningococcal vaccines are available:

- Meningococcal polysaccharide vaccine (MPSV4) sold as Menomune
- Meningococcal conjugate vaccine (MCV4) sold as Menactra, MenHibrix, or Menveo

Each of these vaccines can prevent four types of meningococcal disease, which make up about 70% of the cases in the U.S.

The recommendation for teens is one dose at age 11 and one dose at age 16. The doctor or nurse injects one dose into the muscle. If MCV4 is not available, you can use MPSV4. The doctor or nurse injects one dose beneath the skin.

Please contact your pharmacy or physician if you are interested in pursuing this vaccine.

Human Papillomavirus

What is Human Papillomavirus?

HPV is short for Human Papillomavirus. HPV is a group of more than 150 related viruses. HPV is named for the warts (papillomas) that some HPV types can cause. Some other HPV types can lead to cancer, especially cervical cancer. There are more than 40 HPV types that can infect the genital areas of male and females, but there are vaccines that can prevent infections with the most common types of HPV.

How do people get HPV?

HPV is transmitted through intimate skin-to-skin contact. HPV is the most common sexually transmitted infection (STI). Anyone who is sexually active can get HPV, even if you have had sex with only one person. HPV is so common that nearly all sexually active people get it at some point in their lives. HPV can be passed even when an infected person has no signs or symptoms. You can develop symptoms years after you have sex with someone who is infected, making it hard to know when you first became infected.

Why does my child need HPV vaccine?

HPV vaccine is important because it protects against cancers caused by Human Papillomavirus infection. HPV is a very common virus; nearly 80 million people – about one in four – are currently infected in the United States. About 14 million people, including teens, become infected each year.

When should my child be vaccinated? The HPV vaccine is recommended for preteens at age 11 or 12 so that they are protected before ever being exposed to the virus. HPV vaccine also produces a more robust immune response during the preteen years. Finally, older teens are less likely to get health check-ups than preteens. If your teen hasn't gotten the vaccine yet, talk to their doctor or nurse about this option as soon as possible.

The HPV vaccine is given in 3 shots. The second shot is given 1 or 2 months after the first shot. Then a third shot is given 6 months after the first shot. The CDC recommends receiving the full HPV vaccine series.

Teens who did not start or finish the HPV vaccine series when they were younger may still be eligible to receive the vaccination. Young women can get the HPV vaccine through age 26, and young men can get vaccinated through age 21.

What are the symptoms of HPV?

In most cases, HPV goes away on its own and does not carry any health problems. But when HPV does not go away, it can cause health problems like genital warts and cancer.

Genital warts usually appear as a small bump or group of bumps in the genital area. They can be small or large, raised or flat, or shaped like cauliflower. A healthcare provider can usually diagnose warts by looking at the genital area.

Cervical cancer usually does not have symptoms until it is quite advanced, very serious, and hard to treat. For this reason, it is important for women to get regular screening for cervical cancer. Screening tests can find early signs of disease so that problems can be treated early, before they ever turn into cancer.

Other HPV-related cancers might not have signs and symptoms until they are advanced and hard to treat. These include cancers of the vulva, vagina, penis, anus, and oropharynx (cancers of the back of the throat, tongue, and tonsils).

Please contact your pharmacy or physician if you are interested in pursuing this vaccine.

Common WAVA Terms

ALE – Alternative Learning Experience

CC - Class Connect – The name given to WAVA’s virtual classroom environment, used to teach content lessons, hold conference calls, tutor individuals, hold and attend meetings, view recordings, and more.

ELL – English Language Learners

FERPA – Family Educational Rights and Privacy Act

ILP – Individualized Learning Plan

K12– Curriculum company that provides all materials and online tools

LAP – Learning Assistance Program

LC – Learning Coach – the adult, often a parent, who works directly with the student on a daily basis. The LC partners with the teacher to ensure student success

OLS – Online School – Web-based tool with tracking of lessons, assessments, and progress, and grades

OMHS – Online Middle/High School – Web-based tool with tracking of lessons, assessments, progress, and grades

OSPI – Office of the Superintendent of Public Instruction

Plagiarism – The use of someone else’s words, ideas, or research data as your own academic work. This includes failing to use references when using other sources of information

SBA – Smarter Balanced Assessment (required Washington State assessment)

SLP – Student Learning Plan

SSA – Student Support Administration

WAVA – Washington Virtual Academies

WCAS – Washington Comprehensive Assessment in Science (required Washington State assessment)

WAVA School Calendar

Washington Virtual Academies - Omak

Academic Calendar 2024/2025

| August | | | | | |
|--|----|----|----|----|----|
| 26-28 - Back to School Teacher Days | M | T | W | Th | F |
| 29 - Teacher Classroom Work Day | | | | 1 | 2 |
| | 5 | 6 | 7 | 8 | 9 |
| | 12 | 13 | 14 | 15 | 16 |
| | 19 | 20 | 21 | 22 | 23 |
| | 26 | 27 | 28 | 29 | 30 |

| September | | | | | |
|--|----|----|----|----|----|
| 2 - Labor Day (No School) | M | T | W | Th | F |
| 4 - First Day of School (Grades K-12) | 2 | 3 | 4 | 5 | 6 |
| | 9 | 10 | 11 | 12 | 13 |
| | 16 | 17 | 18 | 19 | 20 |
| | 23 | 24 | 25 | 26 | 27 |
| | 30 | | | | |

| October | | | | | |
|--|----|----|----|----|----|
| 11 - Teacher Professional Development (No School) | M | T | W | Th | F |
| | | 1 | 2 | 3 | 4 |
| | 7 | 8 | 9 | 10 | 11 |
| | 14 | 15 | 16 | 17 | 18 |
| | 21 | 22 | 23 | 24 | 25 |
| | 28 | 29 | 30 | 31 | |

| November | | | | | |
|--|----|----|----|----|----|
| 11 - Veteran's Day (No School) | M | T | W | Th | F |
| | | | | | 1 |
| 27-28 - Thanksgiving Break (No School) | 4 | 5 | 6 | 7 | 8 |
| 29 - WA Native American Day (No School) | 11 | 12 | 13 | 14 | 15 |
| | 18 | 19 | 20 | 21 | 22 |
| | 25 | 26 | 27 | 28 | 29 |

| December | | | | | |
|---|----|----|----|----|----|
| 23-31 - Winter Break (No School) | M | T | W | Th | F |
| | 2 | 3 | 4 | 5 | 6 |
| | 9 | 10 | 11 | 12 | 13 |
| | 16 | 17 | 18 | 19 | 20 |
| | 23 | 24 | 25 | 26 | 27 |
| | 30 | 31 | | | |

| |
|---------------------------------------|
| Semester Begin Date |
| Semester End Date |
| Non School Day for Staff and Students |
| Non School Day for Students Only |

| January | | | | | |
|---|----|----|----|----|----|
| 1-3 - Winter Break (No School) | M | T | W | Th | F |
| 20 - Martin Luther King, Jr. Day (No School) | | | 1 | 2 | 3 |
| 24 - Last Day of First Semester | 6 | 7 | 8 | 9 | 10 |
| 27 - First Day of Second Semester | 13 | 14 | 15 | 16 | 17 |
| | 20 | 21 | 22 | 23 | 24 |
| | 27 | 28 | 29 | 30 | 31 |

| February | | | | | |
|--|----|----|----|----|----|
| 17-18 - President's Day (No School) | M | T | W | Th | F |
| | 3 | 4 | 5 | 6 | 7 |
| | 10 | 11 | 12 | 13 | 14 |
| | 17 | 18 | 19 | 20 | 21 |
| | 24 | 25 | 26 | 27 | 28 |

| March | | | | | |
|--|----|----|----|----|----|
| 14 - Teacher Professional Development (No School) | M | T | W | Th | F |
| | 3 | 4 | 5 | 6 | 7 |
| 31 - Spring Break (No School) | 10 | 11 | 12 | 13 | 14 |
| | 17 | 18 | 19 | 20 | 21 |
| | 24 | 25 | 26 | 27 | 28 |
| | 31 | | | | |

| April | | | | | |
|---------------------------------------|----|----|----|----|----|
| 1-4 - Spring Break (No School) | M | T | W | Th | F |
| | | 1 | 2 | 3 | 4 |
| | 7 | 8 | 9 | 10 | 11 |
| | 14 | 15 | 16 | 17 | 18 |
| | 21 | 22 | 23 | 24 | 25 |
| | 28 | 29 | 30 | | |

| May | | | | | |
|---|----|----|----|----|----|
| 26-27 - Memorial Day (No School) | M | T | W | Th | F |
| | | | | 1 | 2 |
| | 5 | 6 | 7 | 8 | 9 |
| | 12 | 13 | 14 | 15 | 16 |
| | 19 | 20 | 21 | 22 | 23 |
| | 26 | 27 | 28 | 29 | 30 |

| June | | | | | |
|---|----|----|----|----|----|
| 9 - WAVA-Omak High School Graduation | M | T | W | Th | F |
| 18 - Last day of school | 2 | 3 | 4 | 5 | 6 |
| | 9 | 10 | 11 | 12 | 13 |
| | 16 | 17 | 18 | 19 | 20 |
| | 23 | 24 | 25 | 26 | 27 |
| | 30 | | | | |

Support Matrix for Learning Coaches

Check out our **Digital Bulletin Board** (www.wavabulletinboard.com) for general school information, calendars, how-to videos, parent webinars, and more!

| | |
|---|---|
| Ask Your Teacher | Address, Email, Phone Updates Course Changes Course Content – <i>Questions and Errors</i> Curriculum and Lessons Grades and Scores <i>for online assessments</i> Learning Coach Change Online School Navigation Online School Missing Courses STAR360 Testing and State Testing |
| Contact Customer Support 866-512-2273; Option 1 Available 24/7 | Course Materials – <i>Return Questions</i> Course Materials – <i>Return Label Requests (UPS)</i> Course Materials – <i>Shipping, Missing Damaged</i> |
| Contact Customer Support 866-512-2273; Option 2 Available 24/7 | Online School – <i>Account Set-Up/Login</i> Online School – <i>Error Messages</i> Online School – <i>PDF Links</i> |
| Contact Customer Support 866-512-2273; Option 4 Available 24/7 | Class Connect – <i>Engageli Technical Issue</i> |
| Submit OLS Feedback Button <i>in the Online Schools</i> | Course Content – <i>Comments, Suggestions, and Errors</i> |
| WAVA Main Office | School Records Request – <i>Report Cards, Transcripts, Records</i> |

If you prefer to contact Customer Support via an online ticketing system, please submit requests via: <http://webform.k12.com/>. You will receive a call back from K12 at their earliest convenience. Alternately, please consider checking out the [K12 Help Website](#) for frequent questions and answers.

Helpful Parent/Guardian/Learning Coach Checklist

Daily:

- ✓ Check email messages from the teacher and respond as needed
- ✓ Follow and complete the scheduled K12 lessons as shown in The Online School
- ✓ Attend all live Class Connect sessions as required. If unable to attend, complete direct weekly contact with teacher via content area Class Connect, phone, email, or face-to-face

Weekly:

- ✓ Note topics to discuss on next regularly scheduled conference call

Throughout the Year:

- ✓ Report any changes in telephone, email, mailing address, or shipping address information to your teacher
- ✓ Report missing/damaged materials within 2 weeks of delivery to: <http://webform.K12.com/Webform/>
- ✓ Set up learning space and organize materials
- ✓ Participate in progress conferences with teacher and student

As Required or Scheduled:

- ✓ Conference via phone or Class Connect with WAVA teacher during regularly scheduled time
- ✓ Submit assignments
- ✓ Review Individualized Learning Plan goals with WAVA teacher
- ✓ Attend special education conferences and/or 504 placement meetings (if applicable)
- ✓ Complete parent surveys for K12 and WAVA
- ✓ Attend training sessions and testing workshops

End of Year:

- ✓ Gather returnable materials and prepare for shipping back to K12 (Shipping labels from K12 will be sent via email.)
- ✓ Indicate registration status and complete re-enrollment paperwork for the next school year as instructed

Continued Engagement Plan

In the event of a service disruption to The Online School or Class Connect, lasting longer than 30 minutes, WAVA will provide notification to families via email, social media, and our digital bulletin board (wavabulletinboard.com)

What should I do if the Online School is down, and I cannot access my Daily Plan?

If your student cannot access The Online School due to a service disruption, they can complete all their assigned offline work for the day. If additional tasks are suggested, you will receive an email from your assigned teacher(s).

What do I do if Engageli is down, and I have a scheduled Class Connect?

Teachers will email their classes individually with information regarding cancelled/rescheduled class connects and potential make-up activities.

How will students reach their teacher if they have course questions?

Families and students can contact their teacher by phone or by email.

If the OLS/OMHS is down, students may still be able to access email via their Office 365 account via: <http://portal.office.com>

- Your student's username is their email address listed under 'School Email Address' within 'My Account'.
- Their password is their OLS/OMHS password.

Be sure to have this information written down in advance of any digital disruption.

What is the communication plan to families when access is restored?

WAVA will contact families via email, social media, and our digital bulletin board: <https://www.wavabulletinboard.com/>

Please be sure to check our Facebook groups or our Digital Bulletin Board for the most updated

Acknowledgment of WAVA Practices, Policies, and Procedures

Please note that by completing the enrollment process into WAVA, you acknowledge that your participation in the WAVA program is based on the awareness and understanding of WAVA school practices, policies, and procedures outlined in this handbook.