

TXVA/TOPS is a partnership of families, teachers, and administrators that empowers students in a flexible learning environment with challenging curriculum, regardless of geographic, financial, or demographic circumstance.

Our continuing mission is to provide Texas students with an excellent education that is grounded in high academic standards, in order to help our students achieve their full academic and social potential.

The core philosophy of TXVA/TOPS is that all young people can achieve academic excellence if they are provided rigorous instruction, high standards, informed guidance, and individual attention. Although we use the computer as a learning tool, we believe that education is primarily a human endeavour that relies on caring individuals – specifically, involved parents and committed teachers and administrators.

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GETTING STARTED

Phone service:

All home-based teachers and staff are required to have a dedicated phone line for work. The phone service should include call waiting, 3-way, voice mail, and unlimited long distance. Cell phones are permitted in place of a landline phone. Please be sure to only add a residential line if using a landline. Commercial phone lines may not be reimbursed. The cost of installation of a landline will be reimbursed up to \$100 but K12 will not reimburse the cost of an actual phone. K12 will reimburse up to \$25 per month for phone service. If you have any questions, please contact Sherrill Johnston.

High Speed Internet: Teachers must have a high speed internet connection in the home office. K12 will reimburse up to \$25 per month for internet service. Teachers are expected to work from home.

Broadband cards are not approved and are not sufficient for daily work. If you have a question, contact Sherrill Johnston at shjohnston@k12.com.

Receive usernames and passwords for:

[Online School®](#): This username and password comes from K12. K12 will send you a registration id number via e-mail.

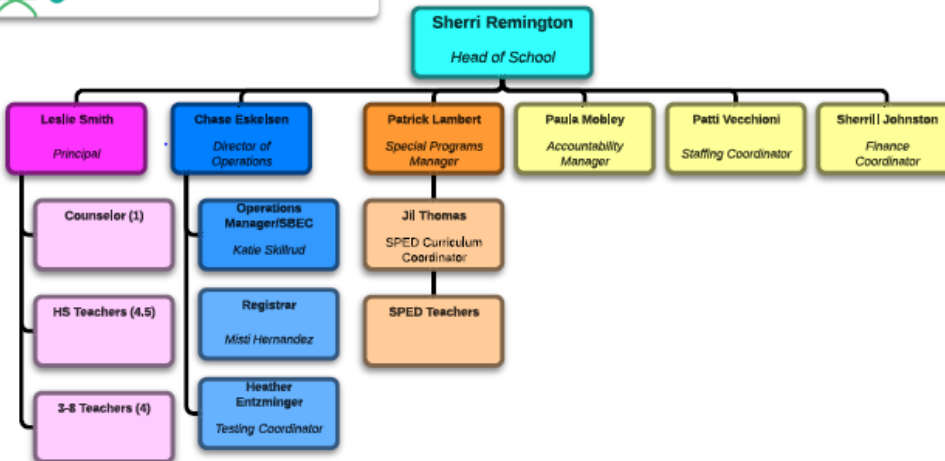
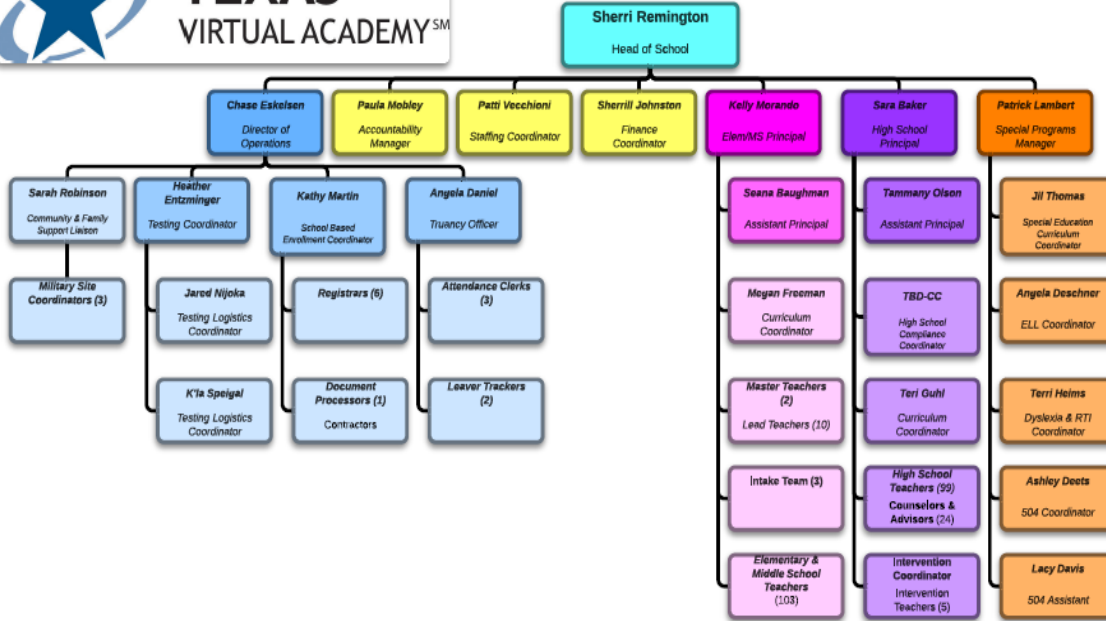
[Total View School](#): You will be able to use your OLS password for this site.

[Sharepoint](#): If you don't receive an email with login information, please contact Chase Eskelsen for your username and password.

Scantron: <https://admin.edperformance.com/!/login.ssp>. This will come from the testing team.

[Study Island](#) : Your user name and password will come from the testing team.

ORGANIZATIONAL CHARTS



DUTIES AND EXPECTATIONS OF THE ONLINE TEACHER

TXVA/TOPS teachers are responsible for ensuring that students achieve mastery of learning objectives. Teachers provide guidance, instruction and support, manage the learning process, and focus on individual student needs. Teachers actively monitor student progress through K12's interactive lessons and daily assessments to ensure each child's learning. Teachers also review work samples as directed.

REGARDING STUDENTS:

- Collaborate with Special Ed., dyslexia and ELL teachers and 504 Coordinator
- Support students with special needs, attend ARD, LPAC or 504 meetings as needed
- Support students and parents with student curricular and instructional issues
- Maintain a Grade Book as directed
- Create and monitor Individual Learning Plans (ILPs) for all students
- Issue Report Cards at the end of each nine week grading period
- Maintain regular availability during the regular work day (8:00am-5:00pm)
- Post course placement changes on Sharepoint
- Provide work sample feedback within designated time requirement
- Document daily (within 24 hours) all conferences notes and/or pertinent communication with students and learning coaches in TVS
- Track student academic progress and attendance with the K12 Online School
- Begin Action Plan for non-compliance (with parent and student)
- Maintain accurate and up-to-date records in TVS
- Coordinate and/or attend at least 6 school outings throughout the school year
- Contribute to, read, and distribute all homeroom newsletters and other communication given for distribution
- Ensure student awareness of testing dates/times/location as directed by testing team
- Generate enthusiasm about school programs: Study Island, Scantron, Strategies for Success, outings, etc.
- Teachers cannot make home visits unless it is approved by the Principal (and only in extreme cases). In-person meetings with students and learning coaches are permitted but must be held in a public location (library, coffee shop).
- Teachers may not tutor students during or outside of work hours in exchange for payment.

REGARDING PARENTS:

- Contact new students and their learning coaches within 24 hours of their class placement
- Respond to all phone calls, emails, and k-mails within 24 hours
- Schedule data conferences
- Begin Action Plan for non-compliance (with parent and student)
- Conduct scheduled conferences and class meetings. If the conference was missed, be diligent to make arrangements to reschedule with the family
- Ensure parent awareness of testing dates/times/location as directed by testing team

REGARDING ADMINISTRATIVE SERVICES/EXPECTATIONS:

- Submit accurate and timely expense reports to Sherrill Johnston, due at the first of each month
- Attend meetings every **Monday from 10:30am – 12:00/12:30pm** and have these displayed on your Outlook calendar
 - **Week 1:** Department meetings 10:30-12:00
 - **Week 2:** 3-8 All staff meetings 10:30-12:30
 - **Week 3:** Committee meetings 10:30-12:00
 - **Week 4:** Team meetings 10:30-12:00
- Attend monthly conferences with lead teacher/supervisor
- Participate in all virtual and face to face professional development training and staff meetings
- Participate and be active in at least one committee during the school year
- Share Outlook calendar with lead teacher/supervisor and make sure it is updated with all data conferences & meetings
- Attend all K12 National Professional Development meetings (schedule provided)
- Submit report cards to your assigned “Lead Checker” for review before sending
- Complete report cards on time (per required schedule)
- Gather requested data from administration (i.e. spreadsheets, etc.) and provide it by given deadlines
- Administer/proctor all state testing events. Any request for time off during any testing times will not be approved.
- Attend all outings that you signed up to help with

- Respect FERPA guidelines at all times
- Adhere to all policies, duties, and expectations as required by the lead teacher or administrators
- Inform administration about ANY outside employment (including tutoring, selling products, etc.)
- Represent TXVA/TOPS with professionalism at all times

A DAY IN THE LIFE OF AN ONLINE TEACHER: DUTIES & EXPECTATIONS

DAILY

- Checks and returns e-mails and k-mail within 24 hours, excluding weekends and holidays (from both parents and colleagues)
- Checks and returns voice-mail messages
- Maintains accurate student records
- Provides direct instruction to students in Blackboard (as scheduled)
- Be logged into LYNC and accessible between the hours of 8:00am – 5:00pm Monday-Friday.

WEEKLY

- Monitors progress and attendance and contact families who are noncompliant
- Creates/monitors action plans for noncompliant students and holds AP conferences
- Sends reminder kmail to families missing 3 or more days of attendance
- Holds/Attends Monday Morning Meetings (MMM)
- Hosts Study Hall for homeroom students
- Hosts STAAR tutoring sessions for at-risk students
- Notifies students and parents of upcoming data conferences
- Documents conference notes and ILP reviews in TotalView
- Documents ARD Meetings in TVS using the appropriate template
- Updates the grade book

- Updates Outlook calendar with all meetings, CC sessions, Study Hall, interventions/STAAR tutoring (& with which students), outings, time off, etc and sends a copy to lead teacher/supervisor
- Leads Class Connect/Target Teach sessions
- Completes routine office work to stay organized
- Back-up data on a jump drive and send confirmation to lead teacher/supervisor
- Posts course changes on Sharepoint
- Attends Monday staff/team meetings

MONTHLY

- Meets individually with lead teacher/supervisor
- Meets individually for instructional observations with the person designated as the “observer” .
- Assigns/collects work samples
- Updates and shares Outlook calendar with lead teacher/supervisor
- Attends K¹² professional development meetings
- Reads the K¹² newsletters (bi-monthly)
- Conducts a data conference with students and LCs who fall in the At-Risk Path
- Collects, maintains, and verifies data for TVS
- Creates and submits expense reports (one for testing and another for other expenses)
- Attends/ leads outings
- Participates in assigned committee

QUARTERLY

- Conducts a data conference with students and LCs once per quarter for those who fall in the on target/ advanced Paths
- Creates and k-mails a report card for all students

****Teachers may have other duties to complete as assigned by the Lead Teacher or Administration.***

“I UNDERSTAND” STATEMENTS

1. I believe every student has the ability to achieve academic success.
2. I believe all students benefit from encouragement to maximize their academic potential.
3. I will establish a distraction-free work environment and office space in order to provide an optimal learning environment for my students.
4. Strong academic achievement as measured by the State of Texas Assessments of Academic Readiness (STAAR), Scantron Assessments (Performance and Achievement Series), and OLS/LMS progress is a common goal for teachers, students, and learning coaches.
5. I am expected to become an expert in my content area, the K12 curriculum, and relevant academic content standards for my grade level assignment and courses for which I am highly-qualified.
6. I will be flexible, understanding, and supportive of students' and learning coaches' individual needs for teaching accommodations and programmatic or curricular modifications.
7. Consistent, professional, and quality communication between the administrator, teacher, students, and learning coaches is a critical practice that contributes to positive student achievement, increased parent satisfaction, and student retention.
8. I will remain actively engaged with my students and learning coaches, so I am able to respond to their individual learning needs.
9. I will provide differentiated individualized instruction, engaging Class Connect sessions, and alternative learning activities to increase student achievement and retention.
10. I will provide appropriate, meaningful feedback on student performance to enhance academic achievement within the assigned timelines.
11. I will maintain current and accurate student performance documentation.
12. I will utilize all available curriculum resources and teaching tools to enhance academic achievement.
13. I will develop a collaborative partnership with my grade level team, academic team, and with all my TXVA/TOPS colleagues.
14. I will support the maximization and adaptation of K12 lessons to meet individual student learning needs.

15. I will be knowledgeable of, implement, and abide by all policies and procedures in the TXVA/TOPS policies and procedures, TXVA/TOPS Parent Orientation Guide, and according to departmental practices.
16. I will provide direct academic support to my students within the school hours of 8:00am-5:00pm.
17. I am employed by K12 and am required to work not less than 40 hours a week.
18. I am required to be on Instant Messenger (IM—for use with RES Special Ed team—TXVA only) and LYNC during normal work hours daily to better assist my students and foster teamwork and collaboration with my department. Further, I understand I am permitted to mark myself as “busy” if I am in a meeting, CC session, or on a work related phone call. Communication with administration should be made within 15 minutes when Instant Messenger/LYNC is active.
19. All communication (email, kmail, and phone calls) with TXVA/TOPS families and other staff members must be returned within a 24-hour period during the work week.
20. I must document any communication or attempts to communicate with families in TVS.
21. I will work from my home office daily unless I have pre-approval to work remotely from my supervisor. Documentation is required.
22. If I will be out of my office for personal reasons during the official work day for more than 2 hours, I will notify my supervisor and make up the time away during that same week. If I will be out of my office for personal reasons during the official work day for more than 3 hours I will submit a time off request and speak with my department lead. Additionally, I will notify my supervisor upon return.
23. I will participate in regular and ongoing professional development opportunities to support the school’s student academic improvement initiatives.
24. I am required to maintain a current, valid Texas teaching certificate. I am required to remain Highly-Qualified according to the No Child Left Behind Act. Failure to meet these requirements will result in immediate unpaid leave and possible dismissal.
25. I will proctor the STAAR, EOC, and/or TAKS test in a professional manner. I will be assigned to a testing location according to school need and may be required to travel to an assigned, possibly remote location.
26. I am expected to be available for periodic travel outside of my city of residence in order to attend events such as outings, training, testing, and marketing events.
27. TXVA/TOPS will periodically announce updates to policy and procedures. It is my responsibility to stay abreast of all changes and comply accordingly.

28. Upon leaving K12, I am expected to return my materials and equipment in a timely manner, which includes securely packing all equipment/materials, and making shipping arrangements upon receipt of my pre-paid return mailing labels.
29. My employment with K12/TXVA/TOPS is on an “at-will” basis, meaning that it is not for a specified period of time and can be terminated by me or the company at any time, with or without cause and with or without notice.
30. I will use the K12 laptop issued to me for all work activities. I understand that my K12 laptop is equipped with WorkTime software and all activity is monitored. I will use my K12 laptop for work related purposes only.
31. If I move out of state, I *may* be able to stay employed with TXVA/TOPS for the remainder of the school year but would need to resign in July. The only exception to this if the move is due to a family military reassignment.

2014-15 MONTHLY GUIDE FOR TEACHERS

August:

- **August 4:** New Teacher Training (Lewisville)
- **August 5-6:** Grades 3-8 Professional Development (Lewisville)
- **August 7:** Grades 3-8 leadership meeting (Lewisville)
- **August 18-September 5:** welcome calls
- **August 25:** first day of school
- **August 25 – 29:** WOL sessions
- **August 25 – September 5:** Scantron Fall Testing Window
- Work the Help Desk
- Create schedule that includes conferences, staff/team meetings, CC sessions, outings, vacation days, etc.

September

- **September 1:** Labor Day
- **September 8:** Quarter 1 Conferences begin
- **September 19:** Autism Training deadline (those needing to complete the initial 6-hour course)
- **September 22:** Back to School events (Barnes & Noble locations around state)
- **September 15:** Class Connect sessions begin
- Continue welcome calls to any new enrollees
- Continue working the Help Desk

October

- **October 1:** First SI Blue Ribbon Pathway assigned
- **October 3:** All Staff TAKS Training 11am-1pm
- **October 6-10:** Benchmarks
- **October 17:** TELPAS Rating Training 11am-1pm
- **October 20:** SPED Staffing for Report Cards 12:30-2pm
- **October 20-23:** State Testing (TAKS)
- **October 24:** End of Quarter 1; Snapshot Day
- **October 27:** Beginning of Quarter 2
- **October 27:** Quarter 2 Conferences Begin
- **October 27-30:** work on Quarter 1 report cards
- **October 31:** Quarter 1 report cards k-mailed
- Continue welcome calls to any new enrollees

November

- **November 1:** Second SI Blue Ribbon Pathway assigned
- **November 7:** Mark Level of Engagement in TVS for students
- **November 14:** All Staff EOC Training 11am-1pm
- **November 26-28:** Thanksgiving Break
- Continue welcome calls to any new enrollees

December

- **December 1:** Third SI Blue Ribbon Pathway assigned
- **December 1-5:** State Testing (HS STAAR-EOC Exams)
- **December 19:** Autism Training deadline (those needing to complete the additional twelve 30-minute training sessions)
- **December 22 – January 2:** Winter Break
- Continue welcome calls to any new enrollees

January

- **January 12:** SPED Staffing for Report Cards 12:30-2pm
- **January 13-14:** Grades 3-8 Professional Development (Lewisville)
- **January 15:** Grades 3-8 leadership meeting (Lewisville)
- **January 15:** End of Quarter 2
- **January 15-21:** work on Quarter 2 report cards
- **January 16:** Teacher Work Day—students off
- **January 19:** MLK, Jr. Holiday
- **January 20:** Beginning of Quarter 3
- **January 20:** Quarter 3 Conferences Begin
- **January 22:** Quarter 2 report cards k-mailed
- Mid-year evaluations with your lead

- Continue welcome calls to any new enrollees

February

- **February 1:** Fourth SI Blue Ribbon Pathway assigned
- **February 6:** TELPAS Rating Training 11am-1pm
- **February 9-13:** Benchmarks
- **February 16:** President's Day Holiday
- **February 16:** TELPAS Holistic (Writing) testing window opens
- **February 20:** 2014 State Testing TAKS Training 11am-1pm
- **February 27:** TELPAS Reading Test Admin Training 11am-1pm
- Continue welcome calls to any new enrollees

March

- **March 1:** Fifth (& final) SI Blue Ribbon Pathway assigned
- **March 2-5:** State Testing (HS TAKS Testing/Re-testing)
- **March 13:** EOC/STAAR Training 11am-1pm
- **March 16-20:** Spring Break
- **March 23:** SPED Staffing for Report Cards 12:30-2:00pm
- **March 23-27:** TELPAS Testing
- **March 30-April 2:** State Testing (STAAR/EOC Testing)
- **March 31:** End of Quarter 3

April

- **April 1:** last day to order above grade level courses (Math/ELA)
- **April 1:** Beginning of Quarter 4
- **April 6:** TELPAS Reading Makeups
- **April 6:** Quarter 4 conferences begin
- **April 6-9:** work on Quarter 3 report cards
- **April 10:** Quarter 3 report cards k-mailed
- **April 10:** TAKS/STAAR Training 11am-1pm
- **April 11:** HS Dance
- **April 21-24:** State Testing (STAAR Testing)
- **April 28-May 8:** Remediation CC Sessions for grades 5/8

May

- **May 1:** STAAR Retesting/EOC Training 11am-1pm
- **May 4 -15:** State Testing (HS EOCs/STAAR Testing/Re-testing)
- **May 18-29:** Scantron Spring Testing Window
- **May 25:** Memorial Day
- Attend an End of Year Celebration

June

- **June 1:** SPED Staffing for Report Cards 12:30-2:00pm
- **June 3:** Last day of school; last day to enter attendance
- **June 4-9:** work on Quarter 4 report cards
- **June 10:** Final report cards k-mailed
- **June 11:** HS Graduation in Dallas
- **June 9-19:** Remediation CC Sessions for grades 5/8
- **June 8-19:** Grade Placement Committee meetings for 5th/8th graders
- **June 12:** Summer Retest Training 11am-1pm
- **June 23-26:** State Testing (STAAR Re-testing & CBEs)
- End of year evaluation with your lead
- Course promotions
- Mark grades in OLS
- Post final Report Cards and ILPs (both pdf-ed) in TVS

July

- **July 6-10:** State Testing (HS STAAR/EOC/TAKS Re-tests)

MONTHLY PROFESSIONAL DEVELOPMENT TOPICS

During monthly staff and team meetings there will be topics covered. “TLAC” stands for “Teach Like a Champion”, the book we will be discussing as a team. Topics are subject to change.

Date	Type	Topics
8/11	All Staff	ILPs, Action Plans; Academic integrity (Seana); <u>Rtl</u> : Tier 1 details (Teri)
8/25	Team	<u>Rtl</u> : Tier 1 support & FAQ (<u>Rtl</u> committee); Who are your team “experts”; Co-teaching duties; Instructional observations
9/15	All Staff	Teach Like a Champion (TLAC); DMAC (Paula); <u>Rtl</u> : Tiers 2 & 3 (Teri)
9/29	Team	<u>Rtl</u> : Behavior component (<u>Rtl</u> committee); Testing expectations/professional behavior
10/13	All Staff	TLAC; End of quarter/gradebook reminders; Revisiting ILPs; Alternative assessments—when and how to assign
10/27	Team	<u>Rtl</u> : Progress monitoring, feedback and reflection (<u>Rtl</u> committee); work/life balance; reviewing benchmark 1 data (Paula)
11/10	All Staff	TLAC; Tech tips/Outlook tools; looking again at our subgroups and bubble kids
12/8	All Staff	TLAC; SI topics report review (Paula); Generating SI excitement; Revisiting action plans
1/12	All Staff	PD week in Lewisville
1/26	Team	<u>Rtl</u> : Data-based decision making (<u>Rtl</u> committee); reviewing benchmark 2 data (Paula)
2/9	All Staff	TLAC; Retaining students; Revisiting Academic Integrity; Mid-year course promotions
2/23	Team	<u>Rtl</u> : Intervention vs. tutoring (<u>Rtl</u> committee); SI final push data meetings--5/8 math/reading, 4/7 writing (Paula)
3/9	All Staff	TLAC; SI final push data meetings—3/4/6/7 math/reading, 5/8 science, 8 SS (Paula)
3/23	Team	<u>Rtl</u> : Make my RTI interventions even better! Using Researched based, proven interventions (<u>Rtl</u> committee); April testing reminders; end of quarter/gradebook reminders
4/13	All Staff	CBEs; Remediation/SSI plan preview
4/27	Team	<u>Rtl</u> : Closing the summer gap and making decisions for the next school year (<u>Rtl</u> committee)
5/11	All Staff	Summer preview; hiring plan

MEETING WITH YOUR LEAD TEACHER

Each month, the lead teacher will meet with each teacher on his/her team individually. During these meetings, the following will be discussed:

Class List

- Missing attendance/truancy
- OLS Tracker
- ILP review—individual goals and resources documented
- Withdrawals
- Action Plans—current/needs
- At-risk students (bottom 3-5 students)
- Students required to attend CCs, STAAR tutoring

Communication

- TVS documentation
- K-mails/responses
- Required communication to be sent
- Conference schedule—attendance
- Response time
- Work sample feedback

Curriculum, Instruction, & Assessment

- Instructional observations
- Study Island class completion
- Scantron class completion
- Grade book

Organization & Ownership

- Staff/team meeting attendance & participation
- Organization
- Time management/meeting deadlines
- Professional development plan
- Committee duties
- Stepping up, out, and beyond—volunteer efforts & initiatives

EVALUATIONS:

TXVA evaluations will be held individually with the teacher and Lead Teacher &/or Master Teacher mid-year and at the end of the year. TOPS evaluations will be held with the Principal.

PARENT ORIENTATION GUIDE (POG)

The Parent Orientation Guide (POG) includes important information about school policies, guidelines, and procedures. For more detailed information about programs, grading, attendance, and other requirements, please refer to the POG. It is imperative that all teachers and staff are familiar with the contents of the POG in order to provide the best support for our families. Teachers will be expected to review the POG with all students and parents. Parents who open the k-mail with the attached POG are marked off as agreeing to the “I Understand” statements.

COMMUNICATION WITH FAMILIES

TXVA/TOPS teachers communicate frequently with their families. Teachers will conduct scheduled Data Conferences and Class Meetings with students and Learning Coaches/Parents in Blackboard.

Teachers are responsible for distributing weekly updates, newsletters and other school-based correspondence, referring families to K12 for computer problems, maintaining regularly scheduled conferences, and providing work sample feedback.

Teachers may not create their own web sites and then use/share with TXVA/TOPS students/LCs unless approved by the Principal.

The first contact that teachers have with families, especially the welcome call, is paramount to establishing a good working relationship as well as satisfying some of TXVA's and TOPS' mandatory compliancy requirements.

THE WELCOME CALL SCRIPT

Initial calls will begin the week of August 18th or upon enrollment. During the initial call, teachers should do their best to utilize the time to introduce themselves and become familiar with the family. Teachers need to ask the Welcome Call questions and document those responses in TVS within 24 hours of welcome call.

Choose Template "Student Welcome Activities: Phone Call to Families" and for Subject Line: Student Welcome Activities: Phone Call to Families and date. Please refer to the Welcome Call Packet emailed to you in August.

ADVICE FOR FAMILIES:

- Encourage families to create a school area that has plenty of space, good lighting and few distractions.
- Tell families to put the students to work with getting materials organized in folders and preparing for daily lessons.

- Create a schedule. Hang it on the refrigerator and in the school area (and stick to it). It may take a couple of weeks to find what works best, but make it a priority. Set aside time for family and fun. Get outside for physical activity.
- Remember that the state requires 30 hours per week minimum (average of 6 hours per day).
- At first you won't get everything done every day! That's OK!
- It will take a month or two to get comfortable with the program.
- Teachers will hold your hand every step of the way!

Anxious Families

- Make sure they have/are completing the Welcome to Online Learning/Back to School Course since this will walk them through the different pieces of the OLS.
- Refer them to the school's Strong Start site <http://txva.k12start.com> (TXVA) OR <http://tops.k12start.com> (TOPS) for orientation videos and other information.
- Provide K12 Customer Service number 1-866-YOUR-K12 (1-866-626-6413) for materials, computer and printer issues
- Remind families that you are available for assistance and will hold their hand every step of the way.
- Encourage them to use the HELP button on the Online School to find answers for many questions.
- Attend the Help Desk sessions to get their questions answered.
- Encourage them to review the Course Introductions in the Online School (covered in the Welcome to Online Learning course).
- Walk family through the steps to log attendance, access lessons etc., or schedule a call to do so.
- Provide information about Parent Chats & Parent Trainings addressing issues of concern.

AGE APPROPRIATE GRADE LEVEL CHART

Birthdate Falling Between:	This would be their Age Appropriate Grade Level (AAG):
September 1, 2007 – August 31, 2008	Grade 1
September 1, 2006 – August 31, 2007	Grade 2
September 1, 2005 – August 31, 2006	Grade 3
September 1, 2004 – August 31, 2005	Grade 4
September 1, 2003 – August 31, 2004	Grade 5
September 1, 2002 – August 31, 2003	Grade 6
September 1, 2001 – August 31, 2002	Grade 7
September 1, 2000 – August 31, 2001	Grade 8
September 1, 1999 – August 31, 2000	Grade 9
September 1, 1998 – August 31, 1999	Grade 10
September 1, 1997 – August 31, 1998	Grade 11
September 1, 1996 – August 31, 1997	Grade 12

Students who are placed **one grade level below** their AAG may have been retained or started Kindergarten late. Please discuss this with the LC.

Students who are placed **one grade level above** their AAG may have been grade promoted or started Kindergarten early. Please discuss this with the LC.

Students who are placed **two or more grade levels below or above** their AAG is a **RED FLAG!** Speak immediately with the LC to investigate and follow up with Lead Teacher and Principal ASAP.

INDIVIDUAL LEARNING PLAN (ILP)

“Every student needs a champion and a plan.” The Individualized Learning Plan (ILP) is an action plan that pulls together the teacher’s findings into a commitment to act. Time spent in detailed planning at this stage will save time down the road making up for plans not carefully thought through! Teachers meet with learning coaches and students to develop the Individualized Learning Plan (ILP).

Teachers will create and implement the Individualized Learning Plan (ILP) with goals, resources and specific instructional deadlines for each student. Begin by providing scheduling recommendations and Class Connect attendance requirements to ensure academic success, especially for new families and for students transitioning to middle school. Define and deliver a schedule of the instruction you as the teacher along with your team will deliver via Blackboard Collaborate. Discuss work sample requirements in addition to requests aligned with goals for improvement.

ILPs are required for **all** students at TXVA/TOPS. All students need to have their initial ILP written before the end of the first quarter (or within the end of the quarter in which they enroll). Teachers are required to review and update the ILP with students and Learning Coaches during data conferences. At-risk students should have a *quarterly* ILP review with the student and Learning Coach during the data conference and on track students can have the ILP updated twice during the year but once needs to be during semester 1 and the second needs to be during semester 2.

All reviews and updated ILPs must be documented in Total View School by using the Template: K-8 ILP Quarters 1-4 and adding the date.

GOALS OF DATA CONFERENCES

- To build supportive relationships between students, Learning Coaches and TXVA/TOPS teachers.
- To set goals for each student by creating/updating (with the parent & student) an Individual Learning Plan.
- To provide information, training and support to students and Learning Coaches.
- To assess how well student is mastering state standards with Scantron, Study Island, direct instruction and the OLS.
- To ensure that students uphold the state attendance requirements and that Learning Coaches log attendance regularly and accurately.
- To monitor student progress and assisting students and Learning Coaches in attaining the highest levels of academic achievement.
- To give students ownership of their education.
- To help families develop a sense of community by encouraging participation in K12 activities such as clubs, outings, parent chats, parent trainings and information sessions.

SCHEDULING CONFERENCES:

- All families will receive welcome call with their homeroom teacher during August/early September or upon enrollment.
- Teachers will follow the Academic Paths (page 27) to determine how often each student will need a conference throughout the year.

- Conferences should NOT be scheduled during the time that the student can/should be attending a CC session or Target Teach.
- Conferences must be on a set schedule during the teacher's regular work hours. Teachers will provide their conference schedule and links to the lead teacher or supervisor understanding that any administrator may drop in to attend or observe a conference at any time. The conference time is arranged by the teacher and Learning Coach. If the teacher and parent fail to connect at the scheduled time, the teacher must actively pursue the parent through both phone and k-mail messages until the conference has occurred. A teacher can also post the conference on the student's OLS (like the Class Connect sessions). If you are unable to reschedule a conference within 2 weeks, create an Action Plan for that student. Often, a parent who fails to keep a conference is in need of extra assistance or may be considering withdrawal from the school. We must make every possible effort to encourage participation. Teachers must always speak to the student during conferences. If for some reason the student is not available, the policy is to reschedule the meeting.
- Teachers may not schedule conferences that interfere with professional obligations such as professional development, staff meetings, ARD meetings and/or required training. Conferences should not be scheduled on Mondays nor before or after business hours of 8am-5pm.
- Teachers are responsible for keeping documentation of all calls, family requests, issues of concern and details of the support provided or actions taken in TVS. Teachers are an advocate and must actively pursue resolution for the family's concerns until the concerns are resolved.
- Data Conferences
 - Held according to Academic Paths
 - Held in Blackboard Collaborate
 - Discuss ILP data, goals and progress
 - Review important school policies and other information
 - Teacher answers questions, concerns, etc...
- The Learning Coach and the student should be present in Blackboard during the Data Conference. The teacher will guide the student in leading the conference. The purpose of this conference is to review what the student has accomplished throughout the grading period,

update the ILP, and implement goals moving forward. The teacher, however, should not rely solely on the ILP to drive the conference.

- Leadership team will provide power point slides for Data Conferences

PRIOR TO THE CONFERENCE:

There are specific tasks the teacher needs to do before each conference call.

- Schedule conferences WITH the learning coach. This can either be done through a survey or an online scheduling tool (ie. <http://www.acuityscheduling.com>) *Teachers should NOT simply assign Data Conference times to a family unless multiple attempts have been made to schedule via kmail and phone and no response has been received.
- If a special education teacher is assigned to the student, he/she should also be invited to the conference.
- Send a k-mail to parents and students no later than the **Friday before** conference call week listing the scheduled conference call times along with the agenda. Families will need to see that their teacher has important, specific things to discuss on the agenda.

Day before:

- How many lessons did he/she complete since the last conference? Is he/she completing enough lessons to stay on track? (In order to stay on track for end of the year promotion, students must average 3% progress each week in each course.)
- Is the student mastering his/her lessons?
- Is there a lesson or unit that appears to be taking the student a long time?
- Has the student re-taken a lesson assessment more than two times? If so, be prepared to offer advice.
- When was the last time the student completed a lesson in each course on the OLS? Is he/she working in all of the courses consistently? Has it been two weeks since the last math lesson was logged? Find out why.

- Is the family logging hours consistent to the progress and lessons that are marked complete on the OLS? If a student logged 50 hours in math but has only completed 10 lessons, there is a problem.
- Is the student logging all of required hours for the week? (30 hrs./week)
- How many blue ribbons have been earned?
- Check grade book & ILP
- Is student attending required Class Connect/tutoring sessions?
- FIRST QUARTER: Is student completing/has he/she completed Accelerated Instruction Plan(s) (Aug 25-Oct 10) if assigned?
- Review submitted work samples and note any that are late/missing
- Read over conference notes from the last time. Is there anything that needs follow-up?
- Log into Blackboard and download applicable conference power points.

If you are wondering what the learning coach's OLS view looks like, here is a demo account:

https://login-learn.k12.com/accessui/login.do?__actionName=view

Login: TXVADemo1112

Password: txva1112

DOCUMENTING CONFERENCES IN TVS (USING THE TEMPLATES):

There are several different types of templates to use when documenting Notes in TVS. The ones that teachers will use are listed below.

Type:

Phone log:

- Use this for a time that you and an LC have a conversation on the phone that is NOT part of your conference and you feel the discussion at hand *needs* to be documented.
- Subject line: add date of meeting

Meeting log:

- Use this for a time that you and an LC have a conversation via Blackboard (ex. During open office/homeroom time) that is NOT part of your conference and you feel the discussion at hand **needs** to be documented.
- Subject line: add date of meeting

Note:

- Use this for anything else that is not a specific conversation/meeting you had with a student/LC.

Templates:

K-8 ILP – Quarter 1, 2, 3, or 4

- Use this for when you meet with an individual student/LC for a conference via Blackboard
- Subject line: Add date (example: K-8 ILP-Quarter 1 9/17/14)

STI: Specific Intervention OR STI: SI Learning Pathway – Specific Intervention

- Use this for when you meet with a small group of students or individuals for STAAR tutoring sessions
- STI Type: Choose subject area that was the focus of the session.
- Subject line: Add date (example: STI: Specific Intervention 9/17/14)

STI: Missed Intervention OR STI: SI Learning Pathway – Missed Intervention

- Use this for when a student/LC misses any scheduled conference or required Class Connect/Target Teach session
- STI Type: Choose subject area that was the focus of the session.
- Subject line: Add date (example: STI: Missed Intervention 9/17/14)

NEW STUDENTS ON CLASS LIST

Teachers receive new families throughout the year. It is important that teachers assist new students in starting school as soon as possible. The first week of school teachers will have brand new students in

their class, but all students who enroll after the first day of school will spend one week in the Intake Class, where they will be guided through the onboarding process. They will be placed into a homeroom only after completing the intake assignments (usually one week). The Intake Team (for TXVA) or Principal (for TOPS) will provide you with materials to continue onboarding them during their second week of school.

When a new student is assigned to the teacher, he/she must:

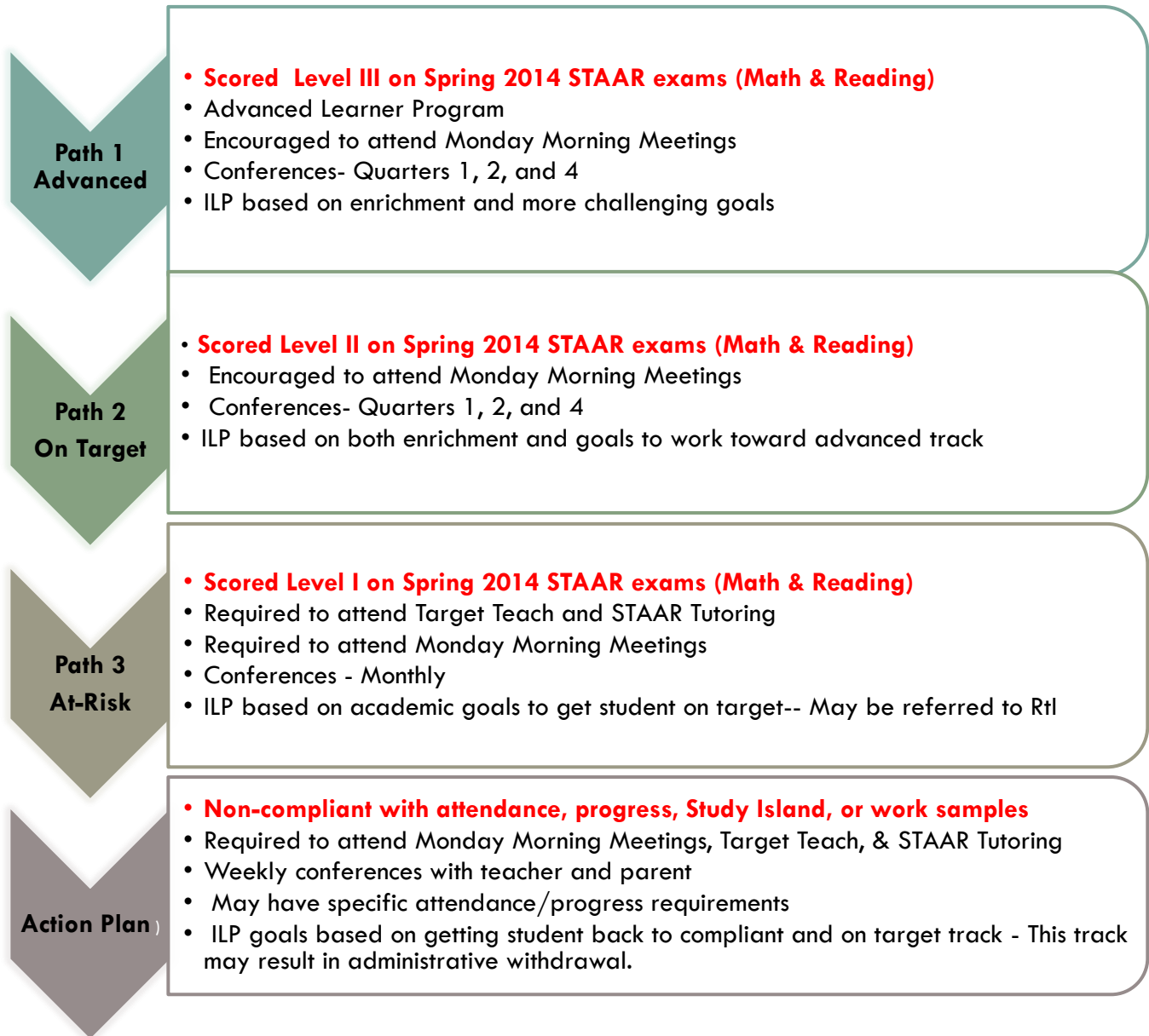
- Send the “Welcome k-mail” to parents
- Call family and introduce him/herself
- Explain how PE works & make sure the default is set for once a week
- Use welcome call script
- Follow-up to ensure contact information is correct
- Verify completion of the Welcome to Online Learning & ILP course (this should have been done in intake, but we want you to verify). Demand completion if either is not done.
- Ask if parents have watched the Orientation recording
- Verify that the family has received all materials, and that the K12[®] computer is working.
- Contact families with new logins and passwords for Study Island, Scantron, etc.
- Discuss contingency plans and attendance requirements during the initial call.

CONTINGENCY PLANS

New enrollees may attend school for up to 4 weeks before they receive their texts and materials, and/or computer. All lessons can be accessed through the OLS[®] but it may be difficult for parents to get started. Teachers may send them the contingency plans as a k-mail attachment after they have made their first phone contact in which they discuss the contingency plans. The contingency plans provide the students with something to work through while they are waiting. Students can log attendance time for the hours/minutes spent working on contingency plans.

ACADEMIC PATHS

You will identify a student's path using STAAR testing results.



WEEKLY CLASS MEETINGS

Teachers are required to hold a class meeting each Monday (Monday Morning Meeting) in Blackboard Collaborate with students (parents optional). The purpose of the meeting is to build community within

the classroom and help support typical parent concerns, etc. Teachers should be aware of patterns of concern and teach, address, and inform students/parents about various issues, upcoming events and other important items of interest during these meetings. These meetings will also allow time for students/parents to meet and feel like their input and ideas are validated. Weekly templates to utilize and edit will be sent out from the Master Teachers.

CLASS CONNECT SESSIONS

Teachers are assigned to teach one grade level and subject area each week (except for electives, ELL, Dyslexia) as well as co-teach with another during his/her Class Connect sessions.

Guidelines:

- All Class Connect sessions will need to be posted to the students' OLS plan.
- Naming Convention:
 - Class with grade level_teacher last name_session time
 - Ex: Math 5_Williams_ 11:30-12:30
- Teachers will need to make sure the recording is activated by the end of the day that the lesson was taught.
- There will be a set template to use for introductory and conclusion slides. This will include (but not limited to): title of lesson, teachers, day/time, TEKS taught, classroom rules, correlation to Study Island lesson, and attendance link.
- We should always reference K12 Texas during the CC sessions rather than TXVA or TOPS. Specific schools should not be posted within the power points either.
- Break out/time out rooms need to be utilized for students not actively engaged.
- If a teacher is absent or sick the day of his/her Class Connect session, they will need to notify their Lead and co-teacher immediately to choose the best course of action.
- If you would like a guest speaker to present during any type of MMM or CC session, please make sure that is first approved by your Principal.

ROLE OF CO-TEACHER

Co-teachers play an important role when assisting on the Class Connect sessions. The co-teacher should:

1. Managing tools for students to use
 - If teacher says, “Sarah, go ahead and use your mic”, the co-teacher can give tools to individual students
 - Giving/taking away class-wide permissions
 - Periodically browse to make sure no one has permissions they shouldn’t have
2. Managing student chat
 - Answering questions
 - Monitoring for inappropriate chat
 - Assisting the teacher--“Mrs. Smith—I see that several students have a question about It looks like they lost you at step 3. Could you please go over that example again and focus on the transition from step 3 to step 4?” Or just Lync the teacher if that’s what you work out.
3. Be ready to teach!
 - Make sure you have the slides before the session
 - Review the slides beforehand
4. Encourage students
 - Give praises in chatbox
 - Use microphone
 - Use emoticons

Special Note: TXVA and TOPS students will attend sessions together. Due to this, general messaging should not be tailored to one school. Instead, use the “K12 Texas” name in Class Connect sessions or when sending out information to students about CC’s.

CLASS CONNECT SCHEDULE

Grades 3-5:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	MMM You pick the time	Math 3 TT (8:30 - 9)	Reading 5 TT (8:30 - 9)	Math 3 TT (8:30 - 9)	
9:00		Math 3 (9 - 10)	PE/Health 3 Reading 5 (9 - 10)	Math 3 (9 - 10)	Art/Music 3 GUM/W 5 (9 - 10)
9:30					
10:00		Intermed 1 Music (Gr. 4)--Recorder Practice Math TT 5 (10 - 10:30)	Writing 4 TT (10 - 10:30)	Math TT 5 (10 - 10:30)	GUM TT 4 (10 - 10:30)
10:30	Weekly Staff Meetings 10:30-12:00/12:30	Math 5 (10:30 - 11:30)	Writing 4 PE/Health 5 (10:30 - 11:30)	Math 5 (10:30 - 11:30)	GUM 4 Art/Music 5 (10:30 - 11:30)
11:00					
11:30		Math 4 TT Science 5 TT	Reading 3 TT	Math 4 TT Science 5 TT	
12:00		Math 4 Science 5 (12 - 1)	Reading 3 PE/Health 4 (12 - 1)	Math 4 Science 5 (12 - 1)	GUM/W 3 Art 4/Intro to Music 4 (12 - 1)
12:30					
1:00			Reading 4 TT (1 - 1:30)		Intermed 1 Music 4 (1-1:30)
1:30		SS 3 Science 4 (1:30 - 2:30)	Reading 4 SS 5 (1:30 - 2:30)	Science 3 SS 4 (1:30 - 2:30)	
2:00					

Grades 6-8:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	MMM You pick the time	Math 6 TT (8:30 - 9)	Reading 7 TT Art 8 (8:30 - 9)	Math 6 TT (8:30 - 9)	
9:00		Math 6 (9 - 10)	Art/Music 6 Reading 7 (9 - 10)	Math 6 (9 - 10)	PE 7 Technology 8 (9 - 10)
9:30					
10:00		Math TT 7 (10 - 10:30)	Reading TT 8 (10 - 10:30)	Math TT 7 Writing 8 TT (10 - 10:30)	PE/Health 6 (10 - 11) GUM TT 8 (10 - 10:30)
10:30	Weekly Staff Meetings 10:30-12:00/12:30	Math 7 (10:30 - 11:30)	GUM 6 Art/Music 7 Reading 8 (10:30 - 11:30)	Math 7 Writing 8 (10:30 - 11:30)	Technology 7 GUM 8 (10:30 - 11:30)
11:00					
11:30		Math 8 TT (11:30-12)	Writing 7 TT (11:30 - 12)	Math 8 TT (11:30-12)	GUM 7 TT (11:30 - 12)
12:00		Science 6 Math 8 (12 - 1)	Writing 7 (12 - 1)	Science 7 Math 8 (12 - 1)	Technology 6 GUM 7 PE/Health 8 (12 - 1)
12:30					
1:00		Science 8 TT (1 - 1:30)	Reading 6 TT SS 8 TT (1 - 1:30)	Science 8 TT (1 - 1:30)	SS 8 TT (1 - 1:30)
1:30		SS 6 Science 8 (1:30 - 2:30)	Reading 6 SS 8 (1:30 - 2:30)	SS 7 Science 8 (1:30 - 2:30)	Writing/GUM 6 SS 8 (1:30 - 2:30)
2:30		French/Spanish Year 1 (2:30-3:30)	French/Spanish Year 2 (2:30-3:30)		
3:30					

WORK SAMPLES

Students in grades 3-8 will submit monthly work samples in all subject areas. A separate document explaining this to teachers and parents will be sent separately.

GRADING

Grading for Students for Grades 3-5:

For Quarters 1, 3, 4:

For Science (3/4), Social Studies (3-5), and Art, Music, PE, and Health (3-5):

- 80% OLS progress
- 20% Work Samples

For Math (3-5), ELA (3-5) and Science (5) for students who ARE required to attend CC sessions:

- 40% OLS progress
- 20% Testing
- 10% Work Samples
- 10% Study Island Blue Ribbons
- 20% Class Connect Attendance

For Math (3-5) and ELA (3-5) for students who are NOT required to attend CC sessions:

- 60% OLS progress
- 20% Testing
- 10% Work Samples
- 10% Study Island Blue Ribbons

****There are 2 different grading procedures based on if a student is taking a STAAR test in that subject area this year or not, since 20% of their grade is based on Testing (score & participation).***

For Quarter 2 (based on no testing):

For Science (3/4), Social Studies (3-5), and Art, Music, PE, and Health (3-5):

- 80% OLS progress
- 20% Work Samples

For Math (3-5), ELA (3-5) and Science (5) for students who ARE required to attend CC sessions:

- 60% OLS progress
- 10% Work Samples
- 10% Study Island Blue Ribbons

20% Class Connect Attendance

For Math (3-5) and ELA (3-5) for students who are NOT required to attend CC sessions:

60% OLS progress

20% Work Samples

20% Study Island Blue Ribbons

Grading for Students for Grades 6-8:

For Quarters 1, 3, 4:

For Science (6/7), Social Studies (6/7), and Art, Music, PE, and Health (6-8):

80% OLS progress

20% Work Samples

For Math (6-8), ELA (6-8), Science (8), and Social Studies (8) for students who ARE required to attend CC sessions:

40% OLS progress

20% Testing

10% Work Samples

10% Study Island Blue Ribbons

20% Class Connect Attendance

For Math (6-8) and ELA (6-8) for students who are NOT required to attend CC sessions:

60% OLS progress

20% Testing

10% Work Samples

10% Study Island Blue Ribbons

For MS World Language (6-8):

100% Progress in the MS World Language Course

**Please note that the "Grade to Date" in the MS World Language course is not the reported grade. This grade is determined by percent progress complete.*

****There are 2 different grading procedures based on if a student is taking a STAAR test in that subject area this year or not, since 20% of their grade is based on Testing (score & participation).***

For Quarter 2 (based on no testing):

For Science (6/7), Social Studies (6/7), and Art, Music, PE, and Health (6-8):

- 80% OLS progress
- 20% Work Samples

For Math (6-8), ELA (6-8), Science (8), and Social Studies (8) for students who ARE required to attend CC sessions:

- 60% OLS progress
- 10% Work Samples
- 10% Study Island Blue Ribbons
- 20% Class Connect Attendance

For Math (6-8) and ELA (6-8) for students who are NOT required to attend CC sessions:

- 60% OLS progress
- 20% Work Samples
- 20% Study Island Blue Ribbons

For MS World Language (6-8):

100% Progress in the MS World Language Course

**Please note that the "Grade to Date" in the MS World Language course is not the reported grade. This grade is determined by percent progress complete.*

*We do have an exception to this grade scale, however. If a student (8th grader) is taking a HS course, the grade for that subject will be determined by that HS teacher, and the scale above will not be used at all for that subject.

3-8 Grading Scale for Grades 3-8 for Math, ELA, Science, and Social Studies:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- F = 69% or below

3-8 Grading Scale for NON-CORE courses (Art, Music, PE, Health, and MS World Language) will be reported with a Pass or Fail:

- P = 70-100%

F = 69% and below

*Students are expected to make at least 3% progress per subject each week. *Exceptions to this requirement must be approved by administration.*

Since the OLS is the largest part that comprises the overall grade for each course, it is crucial that teachers work closely with students and Learning Coaches to ensure that appropriate progress is being made. Students are required to make at least 3% progress in each subject per week. If students remain on this track, they will be successful in completing all courses on time for promotion.

Some exceptions may be made for students with an IEP or 504 Plan. ***Teachers may use their own discretion when adjusting expectations*** for short periods of time (to get a student over a difficult time, etc.) as long as it has been approved by a lead teacher or administrator and it is in the best interest of the child's individual situation. Long-term lowering of progress expectations must be granted by ARD or 504 Committee.

Progress and grades will be reported to students and Learning Coaches as follows:

- Teachers will send a k-mail every 4th week of the grading period reminding learning coaches to check the online grade book.
- Teachers will hold a Data Conference in Blackboard with the student and Learning Coach once per quarter.
- Teachers will k-mail report cards for the grading period the week *after* the quarter has ended. All grades will be updated in the Grade Book and merged into a report card.

NOTE: MORE INFORMATION ON THE GRADING POLICY AND EXPECTATIONS CAN BE FOUND IN THE PARENT ORIENTATION GUIDE (POG).

K¹² LEVELS OF ENGAGEMENT

In TVS, there is an area to mark the level of engagement for each student. These levels are fluid and can change more than once throughout the year. Teachers will need to revisit these after the first quarter to mark the most appropriate level of engagement.

Levels of Engagement Rubric

LOW Engagement:

Student exhibits two or more of the indicators below:

- Student has inadequate progress in ELA and/or Math
- Student does not complete Scantron
- Student does not turn work samples in as requested
- Student does not participate in required Class Connect sessions
- Student/parent does not participate on a regular basis in scheduled conferences
- Student has been contacted for attendance issues

AVERAGE Engagement:

Student exhibits two or more of the indicators below:

- Student has erratic progress in ELA and/or Math
- Student has erratic test participation in Scantron
- Student turns work samples in only after prompting
- Student participates in some but not all required Class Connect sessions
- Student/parent participate erratically in scheduled conferences or only after repeated prompting
- Student has sporadic attendance

HIGH Engagement:

- Student has expected progress in ELA and/or Math
- Student takes all required Scantron assessments
- Student turns in work samples as expected
- Student participates regularly in required Class Connect sessions

- Student/Parent participate regularly in scheduled conferences
- Student has expected attendance

How to mark Levels of Engagement:

Step 1: To first see your list of Engagement Levels of students, go to:

- TVS
- Classrooms Tab
- Type in your last name
- Search
- Click on your classroom
- Students tab

*There lists all of the engagement levels. Check to see if any need to be edited or if students are missing an engagement level---write all of those names down on a piece of paper to complete Step 2.

Step 2: Marking Engagement Levels:

- Go to TVS
- Students Tab
- Click on each student who needs an Engagement Level marked or edited
- On the right side, it says “Engagement Level”
- Mark the appropriate one
- Click on Save Changes at the bottom

ACTION PLANS

TXVA/TOPS is a public charter school program. All students and Learning Coaches agree to comply with all requirements at the time of enrollment. In the event that a student is non-compliant with school expectations, his/her continued enrollment is in danger and the homeroom teacher will implement an action plan as a last attempt to get the student on track and avoid withdrawal from the program. The

goal of an action plan is to partner with parents in order to ensure that the student is successful and the school remains compliant with state and local requirements. Teachers should discuss with their lead teacher or supervisor about students they put on an action plan. When an action plan is written, the teacher will then meet weekly with the learning coach and student to review the goals that were set in the initial action plan. Students who remain non-compliant will be referred to the Compliance Committee. Please see the additional Action Plan documents.

WITHDRAWAL PROCESS

If a parent wants to withdraw a student from school, they should be directed to their homeroom teacher.

Below are the steps to follow when a parent/guardian indicates they want to withdraw their student(s) from TXVA/TOPS.

1. HR Teacher will ask the parent the reason for withdrawing and will work with the family to retain them.

NOTE: If the student is already enrolled in another school or has moved out of the state you would **go to Step 2**.

* If the teacher feels the student needs additional communication to be retained, they will forward the account to their lead teacher or supervisor. If the lead teacher or supervisor cannot retain family, they will follow the instructions in Step 2. If the student cannot be retained, notes must be documented in TVS with the attempts offered to keep the family enrolled in the school.

2. If the Homeroom Teacher cannot retain the family, they will ask the family (1) where their student(s) will be attending school, (2) date they will be starting, (3) the reason for the withdrawal, (4) confirm parents email address, and (5) email all of this information to the appropriate grade group withdrawal email box.
3. The TXVA homeroom teacher will fill out the Withdrawal Grades Form and email the information from #2 above and attach the withdrawal grades to either 3-5withdrawals@txva.org OR 6-8withdrawals@txva.org. **NOTE: If withdrawal grades are not attached to the email, the withdrawal will automatically be sent back to the teacher.** *The TOPS teacher will email it to Misti Hernandez at mhernandez@k12.com.*

Note: If the parent will be home schooling their student(s), please indicate (1) the date home school began, or will begin. If the home school date is in the future, the withdrawal form will not go to the parent until the day home school began. HR Teacher will advise the parent they will be receiving a *Student Withdrawal Form* and a *Confirmation of Home School Form* to their personal email address. They will need to sign both forms and email the forms back to the appropriate withdrawal mailbox. The documents will be password protected with the student's last name, all lower case letters.

4. The HR Teacher will advise the family they will be getting a withdrawal form to their personal email address and they will need to sign the form and email it back to the appropriate mailbox. The withdrawal form will be password protected with the student's last name, all lowercase letters.
5. Teacher will confirm the mailing address in TVS. If the address is different, the teacher will make note of the new address in TVS Notes.
6. Once final grades have been submitted, appropriate registrar will move student to appropriate grade level *Pending Withdrawal Form Homeroom* in TVS until a good leaver is obtained.
7. Registrar emails the parent the "*Applidesk Student Withdrawal Form*" and the "*Confirmation of Home School*" forms (if applicable). Parent will fill out and sign the appropriate form(s).
8. TXVA Parent emails the completed form(s) to 3-5withdrawals@txva.org OR 6-8withdrawals@txva.org. *The TOPS teacher will email it to Misti Hernandez at mhernandez@k12.com.*
9. Registrars will retrieve the completed forms from the parent and the Registrar will also print a screenshot of the progress screen in the OLS as well as a print a screenshot of attendance.
10. Once all of these documents are signed by the parent/legal guardian and a good leaver code is obtained, the Registrar will process the withdrawal in TotalView School.

If you have questions please first reach out to your lead teacher or supervisor and if more help is needed send an email to the Operations Manager, Chase Eskelsen, at ceskelsen@k12.com or Katie Skillrud, TOPS Operations Manager at kskillrud@k12.com .

STATE TESTING REQUIREMENTS

As a public school, TXVA/TOPS is required to meet AYP (Average Yearly Progress) for attendance (95% or higher) on all state testing. TXVA/TOPS also fall under the TEA Rating Model, which can affect any and every aspect of our program.

- All teachers must be available to assist with and coordinate state testing events throughout the year. This may require some travel, which will be reimbursed. TXVA/TOPS has an “All hands on deck” expectation when it comes to teacher attendance and participation in these very important events. Teachers may be assigned to coordinate and lead testing at various sites throughout Texas. All efforts will be made to be flexible with people and work with family schedules. However, when it comes to the strict requirement for our school to meet state expectations, we cannot guarantee that location assignments will be near the teachers’ homes.
- All testing expenses, including travel, meals, hotel, etc., will need to be paid for **up front** by teachers and staff members and then expensed. K¹² will not pre-pay for any of these items.
- Teachers are responsible for communicating all testing information to parents on time and clearly. Teachers should use the reports sent to them to know which of their students did not attend testing. Teachers should notify leads and administrators immediately if there is a problem with a family regarding testing attendance.
- Please look under the monthly calendar guide for all required testing dates.

For more information on testing, please contact Heather Entzminger, Testing Coordinator, at hentzminger@k12.com.

ATTENDANCE CHANGE REQUESTS

Sometimes parents make an error when marking attendance. Please be aware that all attendance changes *can only be done by a teacher*. If a parent needs attendance changed, please discuss those changes with your lead teacher or supervisor before completing that. *BUT you can just tell the parent to let it just “catch up” to what they marked and either log in less or more attendance the following day.*

OUTINGS

Outings build school community, provide for varied learning experiences, and enhance socialization of the students and learning coaches. Teachers are able to have face-to-face communication and provide the parents with support by giving them an opportunity to meet other learning coaches.

Teachers will attend **6 outings** during the course of the year. Two of the required outings will be:

- Back-to-School Barnes and Noble Event (September 22)
- End of Year Celebration (May-June)

For the above outings, if you live more than 60 miles away (one way) from the closest regional outing, you are exempt from attending that outing but will need to host another outing in your area to take its place.

All teachers will then plan OR attend 4 other outings during the year, preferably 2 in the fall and 2 in the spring. To sign up to ATTEND an outing, click [HERE](#)

<https://drive.google.com/folderview?id=0BwfbhrKjYu9RVHU2S250dEEzazA&usp=sharing>

When planning an outing the following considerations should be followed:

- Cost – trips should be free or of low cost (no outings that cost over \$12 per person will be approved) your teacher admission ticket is reimbursable thru your monthly expense report (include the receipt)
- Location- outings need to be under a 60 mile one way drive from you (include your mileage on your monthly expense report to be reimbursed; the school reimburses for outings that are over 20 miles round trip and under 60 miles one way)
- Have a plan B if it is an outside location (Texas weather can be rainy, frozen roads, etc.) For example, if you are planning a zoo trip, perhaps there is an ice cream store nearby if the rain prevents the zoo outing from happening.
- Steer clear of events where prepayment is necessary. Ask if each family can pay their own costs individually at the door.

- Teachers should email Sarah Robinson (Family Outreach Liaison) at sarobinson@k12.com with their outing proposal **at least 30 days in advance** so she can effectively promote it to families via the website, mass kmail, and MMM slides. Include the following information on the email in a bulleted format for approval:

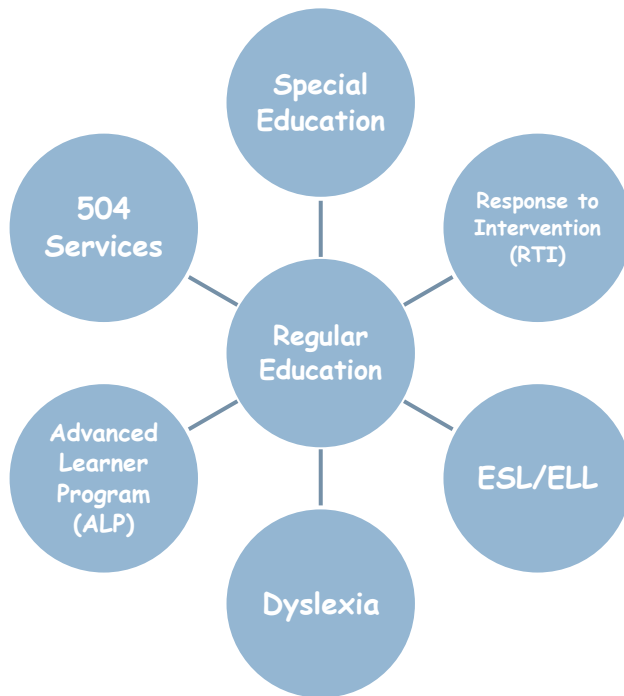
FAQs

- In general, when planning Museum visits as outings: please opt for the self-guided tours as docents normally frown on talking and prevent families from socializing
- Bowling alleys, ice cream/yogurt places, hiking grounds, parks, mini golf, aquariums, zoos, festivals, factories, gardens, planetariums, are all great ideas. Stay away from movies and theater productions: families cannot get to know each other inside theaters. Think about what your town (or within 60 miles one way) has to offer our families! Think outside the box!
- We had a few “Study at library/chill days” last year. Our families are often anxious about testing. In order to off-set this anxiety and increase their comfort level we have found it is helpful to offer these days at local libraries. You could start at the library and review a few test taking strategies, a fun quiz bowl or jeopardy style game, and finish with a visit to a nearby yogurt or ice cream place! Most libraries are free and have rooms available that work nicely for this type of outing.
- Outings with large crowds that are open to the public can be a challenge. Come prepared with a simple poster that says K12 Online Schools, let Sarah Robinson know of the best meeting location so she can communicate with our families where you are.
- If you are the teacher that is hosting the outing please arrive 30 minutes early. Please bring ONE liability form, ONE photo release, and a few sign in sheets. Sarah will send these to you along with the head count and registered names of our families.
- Can I bring my kids? Yes, as long as you can comfortably interact with our families. Many teachers bring another adult that can help with their own children if they are unsure.
- Wear your name tag and a K12 shirt if you have one. Sarah will have shirts available for purchase (one per teacher is reimbursable) throughout the year. If you have a simple polo shirt or a plain t-shirts you can take the k12 logo (off the website) to an embroidery shop or an Office Depot to have it screen printed for you.

- **Bonus opportunity!** The first outing that you HOST/ORGANIZE will count as two! We realize hosting outings takes a little extra preparation and we are appreciative of your willingness to do these!

INTERDEPARTMENTAL COLLABORATION

Interdepartmental collaboration and communication are essential in order to achieve the highest amount of student and parent support. As follows, please find descriptions of these different departments in relation to the regular education teacher as well as some policies and procedures related to each.



SPECIAL EDUCATION--TXVA

The Texas Virtual Academy’s Special Education department is managed by our partner district Responsive Education Solutions (RES). Tammy Meyn-Rogeness leads that department with the assistance of Tonya Schweighofer. The 3-8 general education teachers and special education teachers will employ ongoing collaboration concerning shared students. The 3-8 general education teachers and special education teachers will collaborate on implementing the inclusion or team teaching model in

Class Connects with students enrolled that require that model of instruction. The general education teachers will actively participate in scheduled ARD/IEP meetings. Additionally, the special education teacher and regular education teacher will participate in regular data conferences with parents/learning coaches and collaborate concerning grading in indicated academic areas.

Any questions regarding special education services should be directed to the students Special Education Case Manager/Teacher or Tammy Meyn-Rogeness, Associate Director of Virtual Special Education. 972-316-4543. tmeyn-rogeness@responsived.com

SPECIAL EDUCATION--TOPS

Texas Online Preparatory School's Special Education Department works in association with Huntsville ISD and is staffed solely through K12. The TOPS Special Education department is managed by Patrick Lambert- Special Programs Manager, and Jil Thomas- Special Education Curriculum Coordinator.

Communication Expectations

The Texas Online Preparatory School Special Education teachers work very closely with the Homeroom teachers. The Homeroom and Special Education teachers collaborate together during inclusion Class Connects, maintain frequent communication regarding the progress of their shared students, and regularly communicate with the students' Learning Coaches to help ensure student needs are met. Additionally, both the General Education teachers and Special Education teachers participate in ARD Committee meetings for each student receiving SPED services, at least yearly.

Service Delivery

The TOPS SPED program offers four main service delivery models including Mainstream, Inclusion, Modified and Alternative. Students accessing the curriculum in the Mainstream model receive all instruction in the general education environment and receive accommodations to help them keep pace in the general curriculum. Students participating in the Inclusion model receive instruction from both a General Education teacher as well as a Special Education teacher in a team teaching format. These students access the general curriculum as well. Students accessing a Modified program are instructed

using a modified form of the general curriculum. They typically receive the majority of instruction in problematic academic areas from the Special Education teacher and that teacher is responsible for all grading in those academic areas. Students that need to access an Alternative curriculum are instructed solely by the Special Education teacher in all core classes, using a completely different curriculum specifically designed to meet the needs of our students facing the most challenges.

Referrals for consideration of SPED services

We as educators are required to exhaust all regular education resources to remediate a student's deficit academic skills, prior to resorting to Special Education. In our setting, this is accomplished through the Response to Intervention Process (covered elsewhere in this manual). If you as a teacher have academic concerns for a student, an RTI referral is the first step. Reach out to Teresa "Teri" Heims (theims@k12.com) for further information. The RTI program provides immediate academic assistance while collecting data to drive instruction and to gather needed evidence to support decision making for that student's remediation.

Parent referrals/requests for Special Education consideration should be brought to the attention of Patrick Lambert, Special Programs Manager immediately. The State of Texas has specific timelines in which these referrals are to be managed and those timelines are tight. Your assistance in notifying Mr. Lambert concerning those referrals is greatly appreciated. We ask that parents provide us a written and signed request for an evaluation through Special Education along with specific academic concerns they have for their child. This letter of request must be from the parent or legal guardian.

Any questions regarding Special Education services should first be addressed with the student's case manager. Questions can also be directed to Jil Thomas jithomas@k12.com , or Patrick Lambert tlambert@k12.com .

SPECIAL EDUCATION KEY TERMS

- **IEP (Individual Education Plan)** – A plan developed for students identified as needing Special Education services. The plan includes goals, which may be different than a regular education

student and modifications and/or accommodations the student may use to assist learning. The IEP document takes precedence over any other plan or goals.

- **ARD (Admission, Review, and Dismissal)**- The meeting held to discuss evaluations, the IEP, placement, and progress of a student either in the special education program or referred for special education services.
- **Staffing**- A meeting conducted with the Special Education teacher and Regular Education teacher at least 2 days before the scheduled ARD meeting to discuss IEP goals, progress, attendance, related services, testing and any other issues.
- **Accommodations**- A different way to learn the same information. The content to be learned is not changed.
- **Modifications**- A change in what or how much the student has to learn.
- **Evaluation** – Usually means one-on-one testing by a school psychologist, diagnostician, speech pathologist or other licensed professional
- **FIE (Full and Individual Evaluation)** - A complete evaluation to determine eligibility for special education services. This must be completed every 3 years for students already receiving services.
- **RTI Team**—Response to Intervention. Three-tiered model of intervention that students must go through before being referred for special education testing.
- **504 Plan** – Accommodations can be provided under Section 504 for students with disabilities that do not require an IEP (Specially Designed Instruction).

CHILD FIND

Child Find is a process based on the Individuals with Disabilities Act (IDEA) Part C. The purpose is to identify, locate and evaluate individuals with disabilities who may need special education services. Anyone can initiate the process: a parent, doctor, teacher, relative or friend.

To ensure that all students are properly identified and served, the parent or guardian will be asked by first the enrollment team and then the intake team if their student has ever been evaluated for possible special education services, and if the student has ever received special education services as a student in

a public or private school. . If so, the parent or guardian will be asked if their student have an active Individual Education Plan (IEP), 504 Plan, or received services with ELL, ALP/Gifted.

Additionally, if parents believe their student may have a disability, they can refer their students for academic assistance and consideration for Special Education services. This can be accomplished by contacting the student’s homeroom teacher.

RESPONSIVENESS TO INTERVENTION (RTI)

Responsiveness to Intervention services are available for students who have been identified as academically “at-risk”. A student that is defined as “at-risk” has tested significantly low on assessments has demonstrated that they are struggling with the current curriculum they are enrolled in, or they have been identified with some type of need on the Child Find screening.

RTI is the process that assists the “at-risk” student.

RTI is based on the concept of providing evidence based instructional and behavioral strategies by highly qualified personnel that is matched to the student’s needs and are monitored on a frequent scheduled basis.

The goals of Rtl:

- Create a productive learning experience for all students
- Support students in reaching grade level performance
- Use prevention rather than reaction to student difficulties
- Exhaust all general education options before making a special education referral.

**Lack of participation in the Rtl process is a point of non-compliance and may result in an Action Plan being implemented by the teacher in order to offer additional support/accountability.*

Tier I RTI Procedures

Once the student is identified as needing help, it is time for Tier 1 differentiation. In grades 3-8 Class Connect in the core subject in which the student is struggling becomes mandatory, along with any target teach time or tutoring time the teacher is providing. Monitoring is Crucial in this phase. The classroom

teacher identifies specific objectives to target through differentiation or interventions. The classroom teacher will identify a clear baseline for beginning and document a clear academic goal documented. These interventions can and should be adjusted based on data collection. Progress monitoring is conducted every 2 weeks for a minimum of four weeks. If it is found that Tier 1 is successful, the student can continue for the entire year on tier 1 with progress monitoring each quarter or during the ILP conference. All RTI plans, progress monitoring notes, etc. should be documented in TVS each time there is an update or change.

Tier II RTI Procedures

Once we have determined if the tier 1 plan for a student is not being successful, a tier 2 referral is made. Tier 2 referrals can be made by the classroom teacher, learning coach, or administration.

Tier 2 referrals should be sent directly to the RTI coordinator Teri Heims (theims@k12.com) in writing.

Once a tier 2 meeting is set, the learning coach, teacher, and an RTI representative will develop a plan that meets the need or needs of the specific student. Like in tier 1, progress monitoring should be done every 2 weeks in order to document the progress, update goals, and discuss the next steps.

Once a tier 2 plan is in place, the person responsible for the intervention should make STI notes in TVS for documentation. Please note that Missed STI interventions should be noted as well.

A student can remain on tier 2 interventions for an undetermined amount of time, but should not be less than 4 weeks. If tier 2 interventions are going well, students should stay at tier 2 until grade level expectations are achieved and then returned to tier 1 for monitoring and support. If tier 2 interventions are not producing desired results, a tier 3 referral should be made.

Tier III RTI Procedures

Once we have determined if the tier 2 interventions for a student are not being successful, a tier 3 referral is made. Tier 3 referrals can be made by the classroom teacher, learning coach, or administration.

Tier 3 referrals should be sent directly to the RTI coordinator Teri Heims (theims@k12.com) in writing.

Once a tier 3 meeting is set, the learning coach, teacher, and an RTI representative will develop a plan that meets the need or needs of the specific student. Under some instances, we will have a special education representative present to help guide the plan as well. Like in tier 1 and 2, progress monitoring should be done every 2 weeks in order to document the progress, update goals, and discuss the next steps.

Once a tier 3 plan is in place, the person responsible for the intervention should make STI notes in TVS for documentation. Please note that Missed STI interventions should be noted as well.

A student can remain on tier 3 interventions for an undetermined amount of time, but should not be less than 4 weeks. If tier 3 interventions are going well, students should stay at tier 3 until grade level expectations are achieved and then returned to tier 2 for monitoring and support. If tier 3 interventions are not producing desired results, there are more options depending upon the circumstances. If we feel like the student needs a dyslexia or special education referral, the RTI committee will then make that referral.

Evaluation

At TXVA/TOPS, we are committed to helping a student to achieve their full potential. The RTI program can be a large part of this process for some struggling students. If it is determined through the RTI process that the student might indeed have a learning disability, a referral to our Special Education Coordinator is made. Please note that RTI is not viewed as gateway to special education, however, in some cases we find the student is better served under a different program.

Note: Students MUST go through the Rtl process if there is a concern about possible Dyslexia.

All Tier intervention documentation will be tracked by the regular education teacher. Prior to the scheduled Tier II and III RTI meetings, the RTI coordinator will request documentation on interventions being made and the teacher should have that available upon request.

K12 COMPUTER ETIQUETTE

K12 has provided you with a computer for work related tasks. Under no circumstances should any teacher download a program, game, or other software without the permission of the tech manager or an administrator. It is very important that you use your computer for work only and that you don't allow friends or family to access school related documents or other TXVA/TOPS/K12 information on your computer. Accessing unapproved websites or having any material not approved by the administration (hardware, software, or otherwise) may result in disciplinary action. If you are unsure about a website or have other questions, please ask your lead teacher or an administrator.

K-mail- All communication with families will be sent via Total View Schools.

E-mail- All communication with co-workers will be sent via Outlook Express email.

Teachers should proofread all emails/kmails before sending them out to ensure that they are grammatically correct and relay the intended message and tone. While the tone of most emails is subjective, it's important to be polite and respectful to both families and colleagues. The use of smileys and graphics can help to convey a positive tone.

At no time should a teacher send or reply to emails of a political or religious nature when using a TXVA/TOPS or K12 email address. Staff members should avoid forwarding jokes, etc. to other people at work. Personal emails should not be sent to the entire staff or regional teams without the permission of a lead teacher or administrator. Teachers should compose all emails with the thought that they could become public record at any time.

SOCIAL NETWORKING POLICY

Social Networking is an important part of our current culture. If Social Networking is to be used for school purposes including, but not limited to, Twitter, Facebook, Blogger or Wordpress, the employee must have a designated account used for school purposes only.

The use of Social Networking sites must have a clear, educational purpose and will provide value to students. As an example, Social Networking can be utilized to send reminder Tweets for approaching deadlines or class sessions, the sharing of relevant news information, homework help, and for continuing classroom discussions.

Guidelines:

- Each employee is responsible for the content of all text, audio, or images that he or she places on or sends over the Internet.
- Fraudulent, harassing, or obscene messages are prohibited.
- All messages communicated over the Internet should have your name attached.
- No messages will be transmitted under an assumed name.
- Users may not attempt to obscure the origin of any message.
- Information published on the Internet should not violate or infringe upon the rights of others.
- No abusive, profane, or offensive language may be transmitted through the system.

- Employees who wish to express personal opinions on the Internet are to use non-Company Internet systems and should not express personal opinions by use of their school-related Social Networking account(s).
- All software downloads require prior management approval.
- IM/LYNC status messages should be updated regularly and should be professional and appropriate.
- Communication in writing with colleagues, students and parents should always include proper spelling, grammar, and punctuation. Slang is not permitted.

WORKTIME

WorkTime is a software system that has been downloaded on all staff computers for computer monitoring. WorkTime can show daily/weekly reports on when a staff member logs in/off of their computer, how much time they are actively using their computer, which web sites are being visited and for how long, and which programs are being used (Word, Excel, Power point, etc.). We can pull reports to see where a teacher/staff member is spending their time. You may request a report at any time by sending an email to the Director of Operations.

PROGRAMS AND WEB SITES

This section contains information about programs you will use on a regular basis

STUDY ISLAND

Study Island is a web-based program designed to help students sharpen their skills in order to do well on the STAAR test. The program is organized into topics covering all of the Texas Content Standards that are tested on the state-mandated STAAR assessment in grades 3 through 8. The academic material is organized in topics which contain a lesson and assessment questions with explanations. For each subject the students complete all content groups covering all the Texas Content Standards to complete the program. Teachers have access to a private page where they can view usage statistics and results for

each student, a group of students, and the school as a whole. In addition, teachers can compare their students' performance against other students in Texas.

K12 will be assigning monthly blue ribbon assignments. Teachers will need to monitor completion of these. There will also be two Benchmark Assessments assigned to students in October and February. Please review the Study Island Quick Reference Guide for all Study Island questions and how to utilize the program.

For any Study Island questions please go to your lead teacher or supervisor first. If any of those questions cannot be answered please contact K'la Spiegel, Study Island Administrator at kspiegel@k12.com.

Study Island Incentive Ideas

- Post Blue Ribbon winners in your weekly newsletter or announce in Monday Morning Meetings (follow FERPA guidelines)
- Invite them to Lunch with the Principal (see *Peek* for scheduled dates)
- Finding businesses to donate free coupons that they can use as rewards for students earning blue ribbons (make sure it's a franchise that is located in the area of the student you are sending to; example: national fast food restaurants)
- K-mail awards to students

SHAREPOINT

Microsoft SharePoint is a web-based program that allows us to create sites and sub-sites for collaboration and document management. It enables our staff to share and edit documents without having to email numerous FERPA-friendly versions or post to numerous sites. SharePoint allows all of us to have access to one database that will track numerous documents. You will receive an email stating a SharePoint account has been created for you. If you have any questions/concerns about Sharepoint please contact your lead teacher or supervisor first and then Chase Eskelsen if necessary.

BLACKBOARD COLLABORATE

TXVA/TOPS teachers use *Blackboard Collaborate*, a virtual classroom environment, to teach content lessons, hold conferences, tutor individuals, hold and attend meetings, view recordings, and more. Participants are able to view a large whiteboard, communicate via chat and microphone, participate by raising hands and using whiteboard tools, show emotion and comprehension with emoticons, and even interact in small groups with the use of break-out rooms.

Students may also view recorded lessons, pause, rewind, and fast-forward them to suit their learning needs. *Blackboard Collaborate* enables virtual teachers to teach, interact, and impact students across the state in a learning environment that is comfortable and convenient for all. The result—engaged students, enhanced learning, and improved comprehension.

For tutorials, troubleshooting, updates and other information, please visit the Blackboard website.

<http://www.blackboard.com/Platforms/Collaborate/Overview.aspx>

SCANTRON

Scantron is an online assessment program. We use the Performance Series tests in the fall and spring semesters to measure student progress. This data provides teachers and parents with information to develop the ILP and plan for student success on the STAAR test.

<http://www.edperformance.com>

SKILLSOFT

It is time we turn our attention to providing employees with those same opportunities to learn and reach their fullest potential. K¹² has partnered with SkillSoft, a leader in e-learning with a full complement of online courses. These courses and resource materials are available to you at any time. There are online courses (where you complete at your own pace) for leadership, management, IT training, and project management.

Username = K12 employee ID number – Locate Username via the HR Portal (www.k12.com/hrportal)

GETTING TO KNOW YOUR COMPUTER

What is the difference between Outlook and mail.k12?

By logging into <http://mail.k12.com>, your email and Lync can be accessed on the web from any computer and at any time.

How do I access my email via this site?

Log into <http://mail.k12.com> and log in using your k12.com credentials. Your domain is k12 so your username will be k12\username. For example, Joe Smith's username for webmail would be k12\jsmith.

Your initial password will be supplied to you but please know that you need to change your password every 90 days. It's important to set up a task reminder for yourself to change your password every 90 days.

How do I change my password?

1. Log into <http://mail.k12.com>
2. Click on Options (top right corner)
3. Choose "Change Your Password"
4. Type in your old password, then type the new password and confirm it. Click on Save.

How do I enable a vacation/away message?

1. Log into <http://mail.k12.com>.
2. Click on Options (top right corner)
3. Choose "Set Automatic Replies"
4. Click on "send automatic replies" and then choose the time frame you will want that message sent.
5. Type in your away message that others will be able to view. Make sure in your message that you include any days you will be away and your return date.
6. Scroll all the way down and click Save.

MICROSOFT OUTLOOK

Outlook is a personal information manager from Microsoft, and is part of the Microsoft Office suite. Although often used mainly as an email application, it also provides a calendar, task and contact management, note taking, a journal and web browsing.

Common uses for Outlook for the online teacher:

1. Sending email to school staff and K12.
2. Receiving email.
3. Filing email in organized files to allow retrieval, as needed.
4. Attaching documents to email.
6. Setting single and reoccurring appointments (i.e. staff meetings, trainings and data conferences) in the Calendar.
7. Using Calendar to set daily, weekly, and monthly schedule.
8. Reminder chimes for Tasks and Appointments.
9. Project management using Tasks.
10. Using Contacts to store phone numbers, email addresses, birthdays and mailing addresses.
11. Create Distribution Lists to allow for mailing to pre-defined groups.

Microsoft Outlook Overview Key Terms:

- Calendar Options
- Appointment
- Recurring appointment
- Scheduling

Microsoft Outlook Mail Key Terms:

- Setting up e-mail accounts
- HTML vs. Rich Text vs. Plain Text
- Customize Toolbar
- Signature- should be in an easy to read font
- Stationery- not allowed since it takes up so much space

Signature Line Guidelines:

Please use the K12 default template. An example is below. You would then add in your own email, phone number, fax number, and for title please include grade level homeroom you work with plus subject area that you teach.

EXAMPLE:



This message is only and may contain confidential, privileged or proprietary information. If you have received it in error, please notify the sender immediately and delete the original and any copy or printout. Unintended recipients are prohibited from making any other use of this e-mail. Although we have taken reasonable precautions to ensure no viruses are present in this e-mail, we accept no liability for any loss or damage arising from the use of this e-mail or attachments, or for any delay or errors or omissions in the contents which result from e-mail transmission.

The following things are **not allowed**:

- Pictures of you or you with others since they take up too much space.
- No large graphics that take up a huge space in the email.
- Bright font colors which are **difficult to read** (yellows and other neon colors).
- Font styles which are difficult to read.
- Stationery/backgrounds since they take up a lot of space.

For more help with Microsoft Outlook, please visit Skillsoft Training.

CREATING OUTLOOK FOLDERS

Teachers need to have these folders and subfolders as follows:

- Action Plans
- Administration (subfolders for HOS, OPS Manager, Principal, Asst. Principal, Master, Lead)
- Communication from Instructional Coaches
- Gradebook
- Human Resources

- K12 Information
- MMM
- Outings
- Peek at the Week
- Professional Development
- Promotions and Placements (any e-mails regarding placement changes or promotions)
- RTI
- Special Education
- Study Island
- Technical
- Testing (subfolders for STAAR, HS testing, Benchmarks, Scantron)
- TXVA Office (subfolders for registrars, Truancy Officer, Enrollment Coordinator)
- Work Samples

BACKING UP OUTLOOK DATA

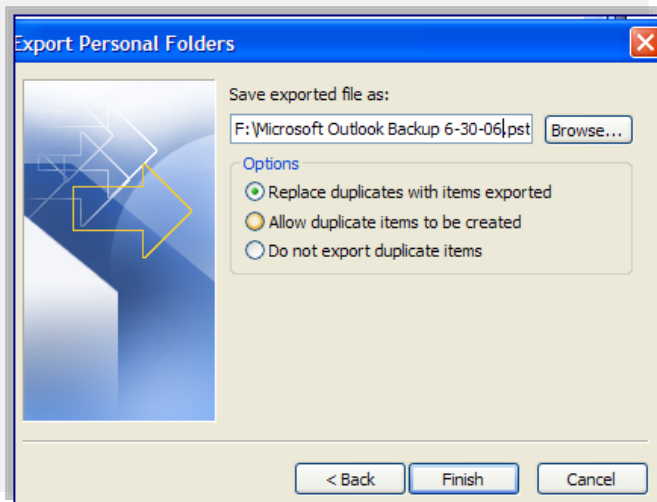
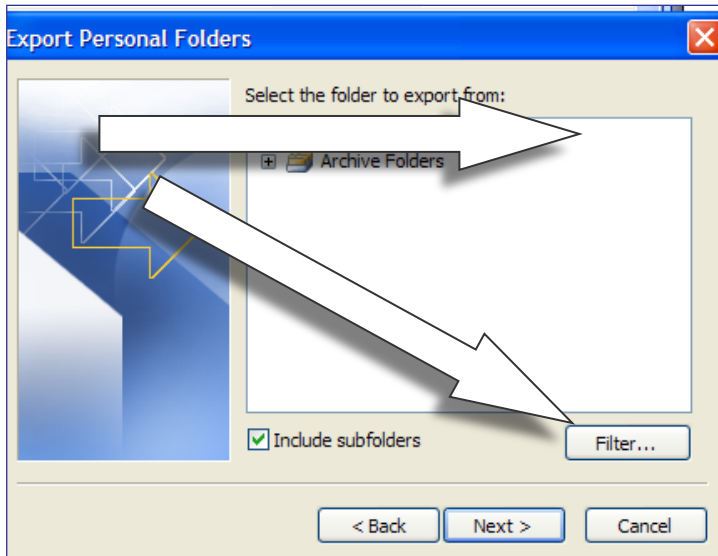
It is paramount that teachers and staff habitually save and archive copies of their Microsoft Outlook data. This data includes all mail, contacts, calendar, and task items. The following steps outline the necessary procedures for creating a backup file.

In Microsoft Outlook *File* function, click on *Import and Export...*

Choose *Export to a File* from the options. Click *Next*.

Select *Personal Folder (.pst)* and click *Next*.

Highlight the *Personal Folders* folder and ensure that the *Include Subfolders* box is checked.



Name your document. Enter the date with your file name to avoid confusion with multiple backups. Ensure that you remember the location of the file (i.e. C: drive, external hard drive, jump drive).

Click Finish and then *OK* on the next screen. Do not enter text in any box or change compression

options.

Depending on the size of the file, saving a backup may take a few minutes.

Teachers are required to backup their files on a weekly basis and submit proof of that to their leads.

PASSWORD PROTECTING DIRECTIONS

Sometimes staff will find it necessary to email files that contain personally identifying information that must be protected. Password-protecting documents enables staff to encrypt files with password, send the files securely over the internet, and decrypt incoming files.

Password-protecting document use includes (but is not limited to):

- Encryption / Decryption of all FERPA protected Student Level Data that is to be saved to a flash drive/Dropbox for transfer to another TXVA/TOPS or K12 Inc. employee or data that is to be transferred via e-mail to another TXVA/TOPS or K12 Inc. employee
- Encryption / Decryption of all FERPA protected Parent Level Data that is to be saved to a flash drive/Dropbox for transfer to another TXVA/TOPS or K12 Inc. employee or data that is to be transferred via e-mail to another TXVA/TOPS or K12 Inc. employee
- Encryption / Decryption of all Teacher and Staff Contact information that is to be saved to a disc for transfer to another TXVA/TOPS or K12 Inc. employee or data that is to be transferred via e-mail to another TXVA/TOPS or K12 Inc. employee
- Encryption / Decryption of all FERPA protected IEPs that are to be saved to a flash drive/Dropbox for transfer to another TXVA/TOPS or K12 Inc. employee or IEPs that are to be transferred via e-mail to another TXVA/TOPS or K12 Inc. employee. When sending a copy of an IEP to a parent, under no circumstances may it be e-mailed. It must be sent via US Postal Mail.
- It is not permissible at any time to use a student's first name and last name combined in an e-mail exchange with another teacher or the parent, even if the parent has given permission. The practice of using anything more than the student's first initial and last name in an e-mail communication is against school policy and will not be tolerated.
- Items posted on TotalView or Sharepoint do not require encryption as the server is secure in that it requires a username and password in order for the user to gain access. In addition to this, permissions have been granted in such a manner as to restrict access to data on an as needed basis.
- E-mails containing information regarding course changes, placement changes and change of contact information do not require encryption as long as the personally identifiable information is limited to First Initial and Last Name.

If you are in doubt as to whether the data you are transferring requires encryption please contact your lead teacher or supervisor or an Administrator for further clarification.

If you have been found to be in violation of the Password-Protect Document Use policy, you will be counseled by School Administration. If the issue continues, you may be put on an action plan, which could result in termination.

What password do I use?

Anything going to staff should have **onlyiknow** for the password (all lowercase).

Anything being sent via email only to a parent should have **TXVA** or **TOPS** for the password (all caps).

Items sent via k-mail do not need to be password protected.

How do I password protect a document?



With the document open, click on in the top left-hand corner.

Click on PREPARE and then click on ENCRYPT DOCUMENT.

A box will appear and you will enter the password.

Be sure to save right after you encrypt your document.

TIME OFF/VACTION POLICIES

You will have 4 different categories of days off. They are Vacation (PTO) days, Sick Days, Personal days, and Holidays. This time does not accrue with tenure of employment, it does not roll over from year to year, and is not paid out upon your departure from employment. Every August 1st, this time will reset to the balances listed below. Your balances can be found on the HR portal by choosing Myself, then Benefits, and then PTO Plans.

- Vacation (PTO) days are for summer recess and/or other pre-approved days that Kelly Morando (TXVA) or Leslie Smith (TOPS) grants permission for you to take off from work.
- Sick time is designed to accommodate time off for personal illness or to care for a close relative. You should notify your Lead Teacher as soon as you know you will not be able to report to work due to illness.

- Personal time is designed to accommodate time off for situations that do not fall under sick, vacation, or holiday. Personal time off must be pre-approved by Kelly Morando (TXVA) or Leslie Smith (TOPS).
- Holidays are for the school to designate as winter break, spring break, school or state specific holidays. These days are in addition to the K12 holidays outlined in the K12 Employee Handbook.

The plan that your school will be following is detailed below for full time employees. All employees who work less than full time will receive 50% of the plan outlined below.

Plan	Vacation	Sick	Personal	Holidays (ex. spring and/or winter break, or district holidays)	K12 Holidays	Total Days Off
	15	5	3	15	9	47

TXVA/TOPS 2013-14 Teacher Holidays

All Teachers/Counselors/Advisors will receive the following paid holidays in accordance with the 2014-15 School Calendar:

- September 1, 2014: Labor Day
- November 26 - 28, 2014: Thanksgiving Break
- December 22 – January 2, 2015: Winter Break
- January 19, 2015: MLK, Jr. Day
- February 16, 2015: President’s Day
- March 16 – 20, 2015: Spring Break
- May 25, 2015: Memorial Day

In addition, teachers will be given the following K12 paid holiday which is not included in the school calendar:

- Independence Day – July 4

Some FAQs

- 5 days of vacation can be used at your discretion throughout the year, with prior approval from Kelly Morando (TXVA) or Leslie Smith (TOPS).
- 10 vacation days must be used in the summer from June 25-July 31, 2015, in two 5 day increments scheduled in advance. **Teachers with 5th & 8th grade students need to keep in mind that GPCs need to be completed sometime between approximately July 12—30.*
- Please note: There will be NO vacation/personal time approved during testing windows. Please refer to the 2014-15 PTO Blackout Calendar for additional days that may not be used for vacation time.
- In addition to the 15 vacation days, you also have 5 sick days, and 3 personal days.
- The 5 sick days should ONLY be used for actual sick days, to care for yourself (or an immediate family member) when you are ill or have a scheduled doctor appointment.
- The 3 personal days can be used for anything, but must be approved in advance by Kelly Morando (TXVA) or Leslie Smith (TOPS).
- It is the teacher's responsibility to give appropriate notice for time off requests (1 week minimum for personal and vacation time).
- It is the teacher's responsibility to ensure that all duties are covered while out for any approved time off.
- If a teacher/staff member takes time off without approval or does not attend required PD, testing, outing, other event, he/she may be docked time and may also be reprimanded for that policy violation.
- FMLA/maternity leave is available as per the K12 Employee Handbook. Please contact Patti Vecchioni for more information.

Steps to Request Time Off

1. Download the K12 Request for Time Off Form from Sharepoint (Human Resource tab < Shared Documents)
2. Complete the form and save the document by your last name (ex. Morando)
3. If you are taking a ½ day off, please indicate which part of the day you are taking off—8am-12pm OR 1pm-5pm. You cannot request less than 4 hours off.
4. Email the form to your lead teacher and Kelly Morando with the subject line RFTO: last name, first name. *For TOPS, please send to Leslie Smith.*

5. Once it is approved, the teacher will need to:
 - a. Send an Outlook calendar appointment (select “All Day Event”) to your Lead Teacher, department Master Teacher, Seana Baughman, and Kelly Morando with the day(s) off noted and subject line should read teacher’s full first and last name and Day Off (ex. Jane Doe Day Off). *For TOPS, please send to Leslie Smith.*
 - b. Post your name and day(s) off on Sharepoint < Human Resource tab < main page under Calendar < click Add new event (please be sure to use the HR calendar, not the 3-8 calendar)

When **submitting cancellations or revisions** please use this format in the subject line: RFTO CANCELLATION: Last Name, First Name or RFTO REVISION: Last Name, First Name (ex. RFTO CANCELLATION: Vecchioni, Patti or RFTO REVISION: Vecchioni, Patti)

Working Remotely

There may be times when a teacher needs to work away from their home office. Teachers can request to work remotely as long as they are available for all scheduled meetings, Blackboard sessions, conferences, and other duties. In order to get approval for working remotely, parents should still be able to reach the teacher by both phone and email during the regular work day and teacher should still be able to conduct regular instruction. Forms are located on Sharepoint under Shared Documents and need to be sent to the Principal at least one week in advance. In the event that a teacher works remotely and is not available to staff and parents, a personal or vacation day must be used.

EXPENSES AND REIMBURSEMENTS

Refer to the Expense Reimbursement Policy for information about what is reimbursable, and submit an Expense Report form to claim reimbursement. This policy is listed in the TXVA/TOPS Employee Policies and Procedures manual. It can be located along with a blank Expense Reimbursement form in Sharepoint under the “Policies & Forms” tab. If you have further questions about expenses, please contact Sherrill Johnston at shjohnston@k12.com.

DAY CARE POLICY

Background:

TXVA and TOPS strive to maintain a professional work environment yet we understand the need for an atmosphere that is family oriented. TXVA/TOPS values the flexibility that it can provide to its employees due to the virtual setting utilized by the school. Therefore, TXVA/TOPS desires to implement a childcare policy that encompasses the family friendly values of TXVA/TOPS while maintaining the degree of professionalism necessary to serve our families.

Policy:

- Employees must provide undivided attention to our school families when performing their duties and responsibilities. Childcare needs must not interfere with such duties and responsibilities.
- Requirements of the Child Care Policy:
 - Employees may not bring any child/children to any marketing, promotional or testing situations presented by TXVA/TOPS and/or K¹² where such employee's participation is expected as part of their regular duties.
 - Employees may not bring any child/children to a staff meeting. If an employee feels it is necessary to bring such child/children in violation of this provision, then prior written approval from his/her immediate supervisor must be obtained. No childcare will be provided by TXVA/TOPS for children during staff meetings.
- Employees may bring their child/children to school outings and events, as long as one of the following is true:
 - The employee's child/children will be supervised by an appropriate child care provider (other than the employee or any other TXVA/TOPS employee), or
 - The child is a TXVA/TOPS student and is participating in an age appropriate school outing/event and more than one TXVA/TOPS employee is overseeing the outing/event.
- A TXVA/TOPS student, parent, or other TXVA/TOPS employee should never feel that she/he is being disrupted by an employee's child or childcare schedule. Teachers are required to give **full** attention to the duties and responsibilities as determined by the school, between 8:00 a.m. and 5:00 p.m. each non-holiday weekday, excluding vacation, sick, or other approved leave, and

during other hours as necessary to fulfill the employee's responsibilities. At no time is it acceptable to start a pattern where other teachers have to take over responsibilities of another teacher due to child care issues.

- TXVA/TOPS will not be responsible for any costs related to childcare. For example, if an Employee needs to drive extra miles to take a child to a care provider in order to attend an outing, the extra miles cannot be expensed.
- TXVA/TOPS will not be responsible for any costs related to meals or admission for children or other family members if they attend an outing or when traveling to an event.

FAMILY EDUCATION RIGHTS PRIVACY ACT (FERPA)

It is extremely important to protect the privacy rights of our students and parents. Our staff must take special precautions when transmitting student information via e-mail or on discs as well as when leaving messages for families. You will receive a form to fill out and submit once the FERPA training has been completed.

FERPA & E-MAIL COMMUNICATION

First and foremost, it is paramount that the staff refrains from using student first names and last names in Outlook e-mails. Teachers should refer to the student as (First Initial, Last Name) or when the identity of the student is known, just as (First Initial). Teachers must also refrain from using parents' first names and last names together. Any communication sent through Total View (K-mail) as well from one k12 email address to another k12 email address are FERPA protected and they do not follow this rule.

In the event that a staff member finds it necessary to include both first and last names in a document that must be transmitted via e-mail or stored on a flash drive, the staff member must take precautions to protect the family's personally identifiable information. Depending on the nature of the file and where it is stored, posted, or sent, the staff member must either password-protect the document or post it on one of the approved sites such as Sharepoint. All data on K12 laptops is password protected. All student data and school-related information must be stored only on K12 laptops and computers.

It is important to note that under no circumstances should a staff member circulate photographs of students via e-mail, even if parents give permission. Parents often send teachers photographs of their children via e-mail however it is the teacher's responsibility not to distribute or share these photographs with *anyone* via e-mail. In the event a staff member would like to share student photographs, the student's legal guardian must have given consent during the initial enrollment process and authorized a photo release (parents may also complete this authorization form after enrolling). The teacher can only post photographs if we have a photo release on file. You can find a student's status for photo release in TotalView Enrollment.

FERPA & TELEPHONE COMMUNICATION

When calling families, teachers often find they have to leave messages with a third party or on an answering machine. Many times answering machines do not have messages that identify the family residence but rather include a general message or phone number. Since teachers can incorrectly dial numbers or third parties can access answering machine messages, it is imperative that teachers do not leave personally identifying information in their messages. (This also includes leaving a message with someone other than the learning coach, legal guardian, or student in the home). Teachers should leave a general message such as, "This message is for Mr. and Mrs. Doe. Please call back (teacher name & phone number) at TXVA/TOPS at your earliest convenience. Thank you and I look forward to hearing from you."

Messages such as the following are *unacceptable (only because you are including a child's name in the message)*:

"Hi! This message is for Jane Doe concerning her daughter, Little Jane's, missing attendance days. She is in danger of being withdrawn due to excessive absenteeism..."

"Hello there, Jane Doe! I guess we just missed each other with our scheduled conference call. I was really looking forward to talking to Little Jane today! I can't wait for you to see her progress report; it looks great! Call me back when you have a chance.

FERPA & NON-COMPLIANCE

Breaching FERPA can result in serious legal implications for any Local Educational Agency. Our school is not immune to FERPA prosecutions or liabilities. Our staff must adhere to FERPA policies. In the event that a staff member violates one or more of the FERPA guidelines, he or she may receive administrative counseling which may lead to further FERPA training opportunities.

If the staff member continues to violate FERPA guidelines, he or she may be subject to either (or both) verbal and written warnings. Written warnings will be included in the staff member's permanent employment file.

The following is a list of the steps taken if a staff member violates FERPA policies.

- 1st violation: Retraining with Direct Supervisor
- 2nd violation: Documented verbal warning placed in personnel file
- 3rd violation: Written warning documenting consequences of further violation placed in personnel file
- 4th violation: Suspension
- 5th violation: Termination or other disciplinary action, as necessary

As public school teachers, TXVA/TOPS teachers need to sign the attached FERPA acknowledgement document and return it to the office. Teachers are entitled to a notice and hearing prior to termination.

Please refer to the copy of The Family Educational Rights and Privacy Act (FERPA) guidelines included in the Student Handbook located in the Parent Orientation Guide.

HELPING FAMILIES WITH THEIR COMPUTERS

Teachers are not required to provide technical assistance to families. Teachers need to remind families to call K12 Technical support directly **ONLY IF they are using a K12-provided computer/printer.**

If a family calls their teacher with a technical problem, the teacher should:

- Ask if they are using their own personal computer (if so, they need to get their own tech support)
OR if they are using a K12 loaner computer, in which case you can move forward...

- Give family the number of K12 technical assistance. The phone number for K12 is 1-866-626-6413 (1-866-YOUR-K12). K12 customer care can be reached between 8 am-9 pm Mon-Fri EST and Saturdays from 10 am to 5 pm EST. (Sometimes these hours do fluctuate throughout the school year.)
- Remind family that in case of future technical issues, they should always call K12 Technical Support directly.

GLOSSARY OF TERMS & ACRONYMS

504 Plan: For students with disabilities who do not require an IEP. There can only be accommodations, and no modifications to their learning.

Accommodations: A different way to learn the same information. The content to be learned is not changed.

ALP: Advanced Learner's Program

B&M / BAM: Brick and Mortar

Blackboard: Virtual Classroom used for teachers, parents and student training and instruction.

CC: Class Connect

Child Find: State mandated screening in which students are identified to possibly need Special Ed. accommodations.

Clubs: There are online clubs and ground clubs based on student/parent interest. The clubs are sponsored by K12.

COB: Close of Business, referring to 5pm on the specified date

DC: Data Conference

DDI: Data driven instruction

Distribution List: A list that teachers can create in Outlook to include any TXVA staff so that a person can send an e-mail to multiple people with one click

EC (Enrollment Conference): These sessions are held throughout the year across the state to help parents learn more about the school program.

ELL: English Language Learner

EOY: End of Year

ES: Elementary School (grades 3-5)

ESL: English as a Second Language

Expense Report: A report which teachers complete and send to Sherrill Johnston each month listing expenses which should be reimbursed.

FERPA: Family Educational Rights Privacy Act

FIE: Full and Individual Evaluation. Usually refers to one-on-one testing by a school psychologist, speech pathologist or other licensed professional(s).

GPC: Grade Placement Committee

HOS: Head of School, also known as Program Director

HS: High School

IEP: (Individual Education Plan) A plan developed for students identified as needing special Education services. The plan includes goals, which may be different than a regular ed. student; modifications and accommodations the student may use to maximize learning.

ILP: Individual Learning Plan

IM: Instant Messaging

ISP: Internet Service Provider. A company that supplies internet connection to individuals or businesses.

K¹²®: A national curriculum company that provides curriculum and services to our school, including the Online School®.

LC: Learning Coach

LEP: Limited English Proficiency

LOE: Level of Engagement

Mid-year promotion: Some students may complete a course mid-year. If a student reaches 90% in LA &/or Math and is ready to move on, teachers can request a mid-year course promotion before April 1st for that student by contacting a Lead Teacher. Students' new courses appear in the OLS® in 1-2 business days, while their old courses disappear 30 days after processing. New materials are mailed to the student from K12®.

MMM: Monday Morning Meeting

Modifications: A change in what or how much the student has to learn.

MS: Middle School (grades 6-8)

NML: National Math Lab

NPD: National Professional Development

OLS®: Online School®, The environment where all students interact daily and lessons are housed.

Ops Manual: Operations Manual

Outing: Field tips organized in advance and sponsored by teachers. Students will have the opportunity to meet each other and their teachers.

POG (Parent Orientation Guide): This booklet is presented to newly enrolled families as well as returning families and contains all the information that families need throughout the year, including progress and promotion requirements, how to use their computers, club information, etc.

PD: Professional Development

Promotion: Students promote to the next course after completing 90% of a course's core lessons or assessing out of the course's units/lessons. At the end of the year, teachers evaluate whether a student is ready to promote to the next grade level or next course.

Reclamations: The process by which K¹²[®] reclaims materials and computer equipment from withdrawn students.

RES: Responsive Education Solutions (TXVA's district partner)

RTI Team: (Response to Intervention) Team. This team of teachers assists the child/parent before the child is referred to Special Ed. This team collects information on how the child learns (i.e. what works and does not).

SPED: Special Education

SSI: Student Success Initiative- State mandated initiative to ensure that students in grades 3-5-8 have three chances to take and pass the TAKS before being promoted to the next grade level.

STI: State Testing Intervention- K12 initiative for student success, part of the NIM.

SFS: Strategies for Success, This course is given to all students who are taking state standardized tests and is typically uploaded in January. SFS gives students hints and tips on test taking.

Study Island: www.studyisland.com This program is available to all 3rd-8th graders and should be completed before standardized testing in April. Students receive a login and password and may work on subjects and receive test preparation by answering multiple choice questions in a game setting. Teachers set up these accounts for their students.

TOPS: Texas Online Preparatory School

TXVA: Texas Virtual Academy

TVS: TotalView Schools

VNTT: Virtual New Teacher Training

VNTSP: Virtual New Teacher Support Program: ongoing teacher training once VNTT has been completed

VRTT: Virtual Returning Teacher Training

CONCLUSION

As you embark on a new career with K12, please know that you are not alone. You have many resources and a great deal of support both in TXVA/TOPS and across the K12 national network. Please don't hesitate to ask questions and seek advice, suggestions, ideas, and feedback. We are here for you! Welcome to the most exciting and innovative way to educate children. You are a pioneer and you will surely "Blaze Trails to Success" along with your students!

CONTACT SHEET

My Lead Teacher is _____ Email and Phone _____

My Master Teacher is _____ Email and Phone _____

My Principal is _____ Email and Phone _____

My Head of School is _____ Email and Phone _____

The TXVA phone number is 972.420.1404 and the Fax Number is 888.506.6777

The TXVA office address is 1955 Lakeway Drive, Suite 250B, Lewisville, TX 75057

My Blackboard classroom link is:

_____ Owner Link

_____ Guest Link

Important Passwords/Logins:

OLS /TVS:

Study Island:

iStation:

ThinkThroughMath:

Sharepoint:

Scantron:

Google Docs:

Communigate:

Ultipro (HR):

K12 Training:

Success Factors:

Grade book:

COURSE ORDER CHART

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
English	Literature 3 Lang Skills 3 Spelling 3	TX Literature 4 TX Lang Skills 4- GUM TX Lang Skills 4- COMP TX Lang Skills 4- Test Readiness TX Lang Skills 4- VOCAB TX Spelling 4	TX Literature 5 TX Lang Skills 5- GUM TX Lang Skills 5- COMP TX Lang Skills 5- Test Readiness TX Lang Skills 5- VOCAB TX Spelling 5	TX Intermediate Literature A TX Lang Skills A- GUM TX Lang Skills A- COMP TX Lang Skills A- VOCAB	TX Intermediate Literature B TX Lang Skills B- GUM TX Lang Skills B- COMP TX Lang Skills B- VOCAB	TX Literary Analysis and Comp-COMP TX Literary Analysis and Comp-GUM TX Literary Analysis and Comp-LIT TX Literary Analysis and Comp-VOCAB
Math	TX Math + Purple	TX Math + Red	TX Math + Yellow	TX Fundamentals of Geometry and Algebra	TX Pre-Algebra 7	TX Pre-Algebra 8 (same book as TX Pre-Algebra 8, different lesson order) TX MS Algebra I
Social Studies	Social Studies 3 (Texas)	Social Studies 4 (Texas)	Social Studies 5 (Texas)	Social Studies 6 (Texas)	Social Studies 7 (Texas)	American History A
Science	Science 3 (Texas)	Science 4 (Texas)	Science 5 (Texas)	Science 6 (Texas)	Science 7 (Texas)	Science 8 (Texas)
Art (opt) 6th needs art or music	Art 3	Art 4	American Art A	American Art B	Inter Art: World A	Inter World Art: World B
Music (opt) 6th needs art or music	Intro to Music	Intro to Music(new to K12) Intermediate 1 Music (Promoted from K12 3 rd to 4 th)	Exploring Music	Music Concepts A	Music Concepts B	
World Language (opt)				Spanish Middle School (Year 1 or 2) French Middle School (Year 1 or 2)		

PE 8 th opt if 4 semesters PE in MS already complete	Physical Education 3 (Texas)	Physical Education 4 (Texas)	Physical Education 5 (Texas)	TX Physical Education 6 (Texas)	TX Physical Education 7 (Texas)	TX Physical Education 8 (Texas)
Study Island	Study Island	Study Island	Study Island	Study Island	Study Island	Study Island
Health	Health & Fitness 3 (Texas)	Health & Fitness 4 (Texas)	Health & Fitness 5 (Texas)	Health & Fitness 6 (Texas)		TX Health 8 1 st semester