

Student Handbook

2022–2023



Introduction

Imagine Learning Instructional Services' policy is not to discriminate on any grounds, including the basis of gender, race, color, religion, national or ethnic origin, disability, or sexual orientation. This same policy applies to students enrolling and participating in Imagine Learning Instructional Services courses. The criteria for admission to a program or course shall not have the effect of restricting access by race, ethnicity, national origin, gender, disability, or marital status. Services will be available equally to all students who participate in the program. We will not tolerate any deviations from the policy by faculty, students, parents, or others who participate in the program. If you feel that some form of discrimination has been directed toward you or another in any online forum, or other method, it is your right to contact the administrator in charge.

Corporate Office

8860 E Chaparral Rd Suite 100
Scottsdale, AZ 85250

Support

Technical Support

888-866-4989, option 1
Available 7 days a week
customersupport@imaginelearning.com

Concept Coaching

Available by chat 7 days a week
Hours vary by student needs/seasonality
Concept Coaching is available for students using Instructional Services products and core courses.

Contents

Welcome	3
Handbook Objectives	3
Instructional Services Overview	4
What We Offer	4
What Makes Us Great	4
Exceptional Academic Support	4
The Imagine Learning Difference	4
Redefining Student Engagement and Achievement	4
Award Winning	4
Proactive Teacher Communication	4
NCAA Approved	4
Student Support Services	5
Student Expectations for Success	5
Requirements for Successful Online Learning	5
Space, Time, Productivity	5
Set High Expectations for Yourself.	5
Ask Yourself These Questions Everyday	6
Communications	6
Student-to-Student Communication	6
Student-to-Instructor Communication	7
Teacher Communication And Grading Response Policy	7
We Are Here to Support You!	7
Ask Questions	7
Help! Who Do I Contact?	8
The Netiquette Top 5	9
Academic Guidelines	10
Academic Integrity Policies and Procedures	10
Student Code of Conduct	10
Academic Integrity	10
Plagiarism and Cheating	10
Citing Your Sources	10
Harassment and Discrimination Policy	10
Action Taken	11
Sexual Harassment	11
Attendance Policy	12
Acceptable Use Policy	12
Academic Integrity Escalation Process	13
Accommodations	13
Privacy Policy — Ferpa	14
Grade Level Advancement	14
Grading	14
Grading Scale	14
Grade Dispute Policy	15
Technical Information: Getting Started	15
Frequently Asked Questions	16



Welcome

Welcome to Imagine Learning Instructional Services. We are excited you decided to share your educational journey with us. When it comes to education, there is a wide range of options to choose from, and we are thankful you chose us your education platform dedicated to providing the best virtual school program possible.

Here at Imagine Learning, our mission is to:

- Provide a successful student-centered virtual instruction program using innovative, rigorous, and best-in-class curriculum
- Deliver exceptional academic support through our proprietary student support model providing student-centered monitoring, coaching, mentoring, and teaching
- Empower students to achieve academic goals through flexible hands-on education building on strengths and targeting areas in need of improvement
- Employ best-in-class client services and technology tools in order to provide accountability, accessibility, and involvement for all stakeholders — students, instructors, administrators, and parents
- Innovate and improve through use of data-driven resources to monitor, obtain feedback, and re-evaluate all levels of service on a consistent basis

Handbook Objectives

This student handbook is intended to assist students on their academic journey through Imagine Learning online courses. This guide includes the following:

- Student Support Services
- Student Expectations for Success
- Academic Guidelines and Policies
- Getting Started: Technical Guide to Your Course and Classroom
- Frequently Asked Questions



Instructional Services Overview

What We Offer

Imagine Learning offers e-learning courses for individual students, as well as public, charter, and private institutions. Our online, blended learning environment gives students the course content they want along with the one-on-one support they need.

What Makes Us Great

A deep-rooted commitment to learning drives Imagine Learning to provide:

- World-class academic support
- Detailed performance reports
- Nationally recognized accreditation

Exceptional Academic Support

We are here to help our students succeed. When students use Imagine Learning curriculum they immediately receive support through monitoring, mentoring, coaching and teaching to ensure student success on multiple levels. Our student support services are available to assist students both quickly and effectively with any questions or concerns they may have in the online classroom.

Detailed progress reports provide an individual student performance report to monitor progress in the virtual classroom and targeted course completion dates. Having access to this information helps keep students on track for graduation.

The Imagine Learning Difference

REDEFINING STUDENT ENGAGEMENT AND ACHIEVEMENT

Imagine Learning offers an engaging, content-rich curriculum that can be customized to meet the unique needs of every student. Open enrollment gives students access to as few or as many courses, whenever they are needed. Students receive support from their academic team, ensuring they have everything needed to be successful. Students also have access to track their course progress and grades.

AWARD WINNING

Imagine Learning Instructional Services uses Imagine Learning curriculum to offer initial credit, credit recovery, general and career electives, world languages, honors, Advanced Placement®, and NCAA-approved curriculum.

PROACTIVE TEACHER COMMUNICATION

Our virtual instructors use real-time data to communicate with students, families, and school mentors. Teachers reach out to students via email, phone, and web conferencing to reteach difficult concepts and ensure students are on track for success.

NCAA APPROVED

Imagine Learning Instructional Services uses Imagine Learning's core curriculum and instructional model, which has been reviewed and approved by the NCAA® to ensure student-athletes are college ready. If you are an NCAA athlete, please add the Imagine Learning Instructional Services school code (850147) to your NCAA profile. This will streamline the process of uploading your grade report in the future.



Student Support Services

Imagine Learning uses a multi-level approach to guide you on your academic journey. This model allows students to have continuous support through coaches and instructors.

Virtual Instructors provide core instruction and application of new skills through Imagine Learning curriculum. This occurs through student-teacher one-to-one meetings, online group activities, threaded discussions, and other communications.

Concept Coaches provide additional tutoring and coaching by reviewing concepts directly from the student's curriculum. Concept Coaches are excellent resources available through chat, phone, and email on-demand seven days a week. Tutoring is available for all core subject courses.

Student Expectations for Success

REQUIREMENTS FOR SUCCESSFUL ONLINE LEARNING

Our main objective is for students to find success with online learning. There are many strategies for success and the information below outlines different guidelines, skills, and tips to help you along the way.

To prepare for a successful online learning experience, you should:

- Commit to working on your courses on a regular basis
- Schedule specific days and times as “school work” time
- Use the Assignment Calendar and Progress Reports as your measures of course completion

Make frequent contact with your Virtual Instructors when you need help progressing through your course

- Ask for help when you need it — Concept Coaches are available to clarify subject matter.
- Attend all available group discussions and meetings with your Virtual Instructors.

SPACE, TIME, PRODUCTIVITY

- **Space:** Make sure you have a quiet area in which to work, where you can concentrate and focus without too many distractions.
- **Time:** Schedule enough time to complete your daily assignments at a pace that is most effective for you.
 - Make sure to include time to review course work and eNotes or guided notes before taking assessments. Your grades will be higher if you take the time to review. We recommend 1 hour per day per course as a simple guideline for success.
 - **Quality time:** Spend quality time on your work — do not rush through your work or quizzes. Ensure you have time to clearly read and understand the questions and instructions. Reach out whenever you have questions!
- **Productivity:** Stay on task as you work through your courses.
 - Do your best to not get distracted or daydream, as you will miss important course information, which may lead to lower assessment grades. Staying focused and productive will also help ensure that you complete your course on time.

SET HIGH EXPECTATIONS FOR YOURSELF

Use the Assignment Calendar to track coursework you should complete each day. Setting and achieving daily goals will keep you motivated and determined to succeed.

Student Expectations for Success (cont.)

Use your messaging system to respond regularly to emails sent by your instructor.

It is imperative that you contact the academic team through your dashboard message center or call/email your Virtual Instructor as soon as your progress is halted in a course.

ASK YOURSELF THESE QUESTIONS EVERYDAY

- What did I learn today?
 - Do you have eNotes or guided notes that summarize what you learned today? Did you discuss or share your notes with someone to review?
- What did I accomplish today?
 - Are you on track? If not, how do you plan to catch up? Make a commitment to follow the calendar and pacing. Establish goals for tomorrow.
- What did I find challenging today?
 - List out today's challenges. How were you able to overcome these challenges? Did you document how to fix the problem and avoid it in the future? Did you ask for help? What can you do to overcome similar problems in the future?

COMMUNICATIONS

Although courses are delivered entirely through an online format, course success is dependent upon the interaction between students and their academic team. As a student, you are expected to utilize the live chat feature within the virtual classroom to contact Concept Coaches or schedule a meeting with your virtual teacher as needed. **Use your messaging system to respond regularly to emails sent by your instructor.** Participate in group discussions and message boards as directed by your instructor.

While working on course activities, you may be stopped periodically to review the work you've completed. This allows for supplemental instruction opportunities or tutoring sessions with a Concept Coach or your Virtual Instructors before you reach an assessment. **It is imperative that you contact the academic team through your dashboard message center or call/email your Virtual Instructor as soon as your progress is halted in a course.**

STUDENT-TO-STUDENT COMMUNICATION

Communication between you and your Virtual Instructors is a critical part of the online learning process, but communication with your peers is equally as important. The students in your courses are also part of the learning community, and by working together you will be able to share your online learning experience. There are various ways to participate in student-to-student communication in your courses:

Study Hall — each of your teachers has weekly study hall hours and will host an online web study session. All students in the course are encouraged to attend, ask questions, and have discussions amongst themselves. Teachers encourage students to help answer other students' questions and provide demonstrations via the web meeting tool.

Online Group Meetings — students can book an appointment to attend a group study session. This may be a time for the teacher to review or go over some material that the group has struggled with, or the teacher may offer some suggestions to enrich your learning.

We strongly encourage you to participate in student-to-student communication in your courses; it will help make your online learning experience more engaging and fun. Please be sure to follow the Netiquette Top 5 Guidelines (pg. 9) in all your online communications.



Student Expectations for Success (cont.)

STUDENT-TO-INSTRUCTOR COMMUNICATION

You are required to have weekly two-way communication with your instructor. This can be in the form of an email exchange, assignment submission, or a phone or instant message conversation. Make every effort to respond quickly to your instructor's communication with you. The standard turnaround times for teacher responses are below,

Teacher Communication and Grading Response Policy

Email	24 hours*
Voicemail	24 hours*
Teacher-graded assignments	72 hours*
Teacher-graded projects	72 hours*
Teacher-graded essays	72 hours*

**during regular business hours*

WE ARE HERE TO SUPPORT YOU!

Your instructors will contact your parent/guardian if you are struggling with your academic workload and the instructor is unable to work out an alternate schedule with you. Signs of struggling may include: not taking quizzes, low grades on assignments, missing assignments, lack of participation in class meetings, or failing to maintain communication with virtual instructors.

If you display a pattern of missed weekly contacts (for example, your instructor sends emails but you do not reply to them), your instructor will contact your parent/guardian.

If you have any questions about the course or assignments, contact your Virtual Instructor. You and your parent/guardian will have access to your instructor's email. You can email, phone, IM, or visit the virtual classroom during a time designated by your course instructor.

If you have technical difficulties that are preventing you from sending or receiving emails, log onto live chat support and request assistance or call 888-866-4989 option 2.

If you have technical difficulties that are preventing you from sending or receiving emails, **log onto live chat support and request assistance** or call **888-866-4989 option 2**.

ASK QUESTIONS

It is important that you have an online support group to help you navigate your courses and succeed. Imagine Learning has a support team dedicated to assisting you with your online courses. If you should ever need help, you are encouraged to ask for assistance and guidance.

Everyone needs a little help every now and then

Use this guide to know where to go when you need it

IF YOU ARE HAVING TECHNICAL DIFFICULTIES PLEASE CONTACT TECHNICAL SUPPORT

- Call 888-866-4989 option 1 for immediate assistance
- Email customersupport@edgenuity.com

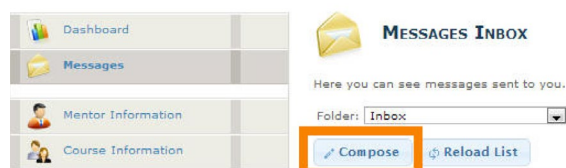
Please note that you should have your computer available to help our team troubleshoot your concern.

GRADES, CLASS REQUIREMENTS, OR FEEDBACK ON YOUR PROGRESS

Contact your teacher! Use the **messaging center** from your **dashboard** to create and send a message.

IF YOU NEED A “TEACHER REVIEW”

Some courses will stop you so an instructor can review your work. You should contact your teacher by phone or through the messaging center to ask for a review.



IF YOU NEED HELP WITH COURSE CONCEPTS

If you need help with concepts in math, english, science, social studies, French, or Spanish courses:

- Use your **Tutoring Help** button and chat with a tutor live

 Tutoring Help





The Netiquette Top 5

Netiquette is a set of guidelines that govern good manners on the internet. Here are several important things to keep in mind when interacting with others online:

Be Smart — Look Smart	<p>People get to know you online through your writing. You are smart, so make sure your writing reflects your intelligence.</p> <p>Follow these rules to look smart online:</p> <p>AVOID ALL CAPS AND EXCESSIVE PUNCTUATION!!!!!! IT LOOKS LIKE YOU'RE YELLING!!!!!!!!!!!!</p> <p>Reread threw you're e-mails to check 4 korrekt punktuashun and grammer! Use spell check and grammar check to catch most of the mistakes</p> <p>Keep your audience in mind. An informal writing style (full of abbreviations and slang) works well with your friends, but it's not appropriate when writing to teachers, acquaintances, or others. When in doubt, use a more formal writing style. You can switch to a more casual style once you get to know someone.</p>
Cyberspace is Face-to-Face	<p>When communicating online, always ask yourself, "Would I say these things to this person's face?" Don't take advantage of the fact that you're not face-to-face to say things that you wouldn't normally say. One common example of this is to insult someone and then hastily type "just kidding" afterwards. This behavior is hurtful and should be avoided.</p>
Treat Others as You Want to Be Treated	<p>Sometimes it's difficult to remember that another human, just like you, is behind the words on your screen. Therefore, before you post anything in a public space or send an email, ask yourself, "How would I feel if I received this message? Is this how I would like to be treated?"</p> <p>Remember the human behind every message.</p>
Take Ten — Then Send	<p>If you find yourself about to hit the send button on an angry email message, save the email in your drafts folder and do something else for a little while. After ten minutes, go back and reread the email. Your words may look and sound much different after you've had a chance to calm down.</p> <p>This is true for any communication situation — an IM, a posting on a blog, a Facebook/social media comment, etc. If you're going to treat others as you'd want to be treated, remember to take ten when you're angry or upset.</p>
State Facts as Facts and Opinions as Opinions	<p>When talking online, remember that people often write about their opinion as if it were fact.</p> <p>Read and contribute to posts and chats understanding that what's being discussed is opinion. Facts can be contradicted, but everyone is entitled to an opinion.</p>

Academic Guidelines

Contribute to a positive and fun learning environment

ACADEMIC INTEGRITY POLICIES AND PROCEDURES

Students enrolled in Imagine Learning courses will adhere to the academic integrity policy outlined below. Any violation of this policy can result in disciplinary action and may jeopardize the student's continuation in the course and the award of academic credit.

STUDENT CODE OF CONDUCT

The following items constitute the Student Code of Conduct Policy. These policies are in place to guarantee that our online school is a great place for all students to learn.

I will

- Contribute to a positive and fun learning environment, knowing that what I share and how I participate in class affects my classmates' learning experience
- Take credit for work that is mine and mine alone.
- Use the online systems respectfully and appropriately, knowing they are shared among all my classmates.

ACADEMIC INTEGRITY

Students are expected to conduct themselves in accordance with five fundamental values:

- Honesty
- Trust
- Fairness
- Respect
- Responsibility

A student who adheres to high standards of academic integrity maintains that all work turned in is their own and is based on the knowledge and skills that they have acquired.

PLAGIARISM AND CHEATING

Plagiarism is copying or using ideas or words from another person or source, such as the internet or a print source, and passing it off as your own. When in doubt, be sure to cite your source. Your Virtual Instructors and Concept Coaches can help you with proper citing of sources, so be sure to enlist their help! Please be aware that all instructors use technologies to check student work for authenticity. If an instructor confirms that a student has plagiarized work in any manner, the student will be subject to consequences determined by Imagine Learning administration and may be removed from the course with a failing grade.

Cheating on assessments or tests may include copying from another student or using unauthorized materials on the exam. A student found guilty of cheating in examinations or term assignments is also subject to serious academic penalties.

CITING YOUR SOURCES

For more information on fair use, see this link: <http://www.copyright.gov/fls/fl102.html>

HARASSMENT AND DISCRIMINATION POLICY

Discrimination and harassment based on race, age, color, religion, national origin, gender, sexual orientation, disability, or veteran status are prohibited. Prohibited conduct includes, but is not limited to, derogatory remarks and acts, including slurs, epithets and other verbal, written, graphic or physical conduct of a hostile, intimidating, abusive, degrading, threatening or violent nature. This prohibition shall include harassment perpetrated by or against a student, employee, patron, vendor, or associated school individual.

Plagiarism is copying or using ideas or words from another person or source, such as the internet or a print source, and passing it off as your own. When in doubt, be sure to cite your source.

Academic Guidelines (cont.)

ACTION TAKEN

Students found in violation of any academic integrity policy may be subject to any and all disciplinary action that may be imposed by the school's policy regarding student behavior.

SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination that violates the law. Imagine Learning believes that each student and employee should be able to attend school and work in an environment which provides for fair and equitable treatment and is free of discriminatory intimidation based on sex and unwelcome sexual advances.

1. Definition:

Sexual Harassment — Any unwelcome sexual advances, requests for sexual favors, or verbal, physical, or other sexually offensive conduct made by anyone on district property or during any district-sponsored event when:

- a. Submission to the conduct is either explicitly or implicitly a term or condition of an individual's education or employment;
- b. Submission to or the rejection of such conduct by an individual is used as a basis for educational or employment decisions affecting that individual; and/or
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's educational or work performance or creating an intimidating, hostile, or offensive educational or work environment.

Examples of acts of sexual harassment, which shall not be tolerated, include, but are not limited to:

- a. Written: sexually suggestive or obscene letters, notes, invitations, graffiti
- b. Verbal: sexually derogatory comments, epithets, slurs, degrading jokes, "teasing," "kidding," double meanings, demeaning comments about a person of a particular sex, solicitation of sexual favors or attention
- c. Physical: unwelcome touching of an individual, such as pinching, hugging, patting, repeated brushing against an individual's body, pulling at clothing, blocking one's passage
- d. Visual: sexually oriented gestures, displaying sexually suggestive or derogatory objects, pictures, magazines, cartoons, or posters
- e. Any other action that emphasizes the vulnerability of the victim specifically because of gender

2. Prohibition:

Sexual harassment will not be permitted or tolerated. This policy is applicable to all students, employees, non-employees, and any other associated individual(s).

3. Action to be taken:

Students who sexually harass shall be subject to any and all disciplinary action that may be imposed by the school's policy regarding student behavior.

4. Retaliation:

Retaliation shall not be permitted against an individual who complains of sexual harassment, anyone who testifies on behalf of the complainant, or anyone who assists or participates in an investigation or proceeding conducted under this policy.

Academic Guidelines (cont.)

ATTENDANCE POLICY

For students to achieve academic success in an online learning environment, they must attend class, participate in class, and master the content. The Imagine Learning Instructional Services team makes every effort to provide an online learning environment that promotes successful learning and course completion.

ACCEPTABLE USE POLICY

The operation of the Imagine Learning network relies upon the proper conduct of all students, who must adhere to strict guidelines.

- a. All use of the system must be in support of education and research and consistent with the mission of Imagine Learning Instructional Services. Imagine Learning reserves the right to prioritize use and access to the system. Any use of the system must be in conformity to state and federal law, network provider policies and licenses, and Imagine Learning policy.
- b. No use of the system shall serve to disrupt the operation of the system by others; system components including hardware or software shall not be destroyed, modified, or abused in any way. Malicious use of the system to develop programs that harass other users or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system is prohibited.
- c. Students are responsible for the appropriateness and content of material they transmit or publish on the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited. Nor is the system to be used to access or publish information potentially endangering the public (e.g. bomb construction or drug manufacturing) or an individual. Use of the system to access, store, or distribute obscene or pornographic material is prohibited.
- d. System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their account or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account. Users shall not seek information on, obtain copies of, modify files, other data, or passwords belonging to other users, misrepresent other users on the system, or attempt to gain unauthorized access to the system.
- e. Personal information, such as addresses and telephone numbers, should remain confidential when communicating on the system. Students should never reveal such information without permission from a parent/guardian. Students should never make appointments to meet people in person that they have contacted on the system without knowledge and permission from a parent/guardian.
- f. Students should notify their instructor or an Imagine Learning representative if they come across information or messages that are dangerous, inappropriate, or make them feel uncomfortable.
- g. The unauthorized installation, use, storage, or distribution of copyrighted software or materials on Imagine Learning Virtual Academy's network is prohibited.

Academic Guidelines (cont.)

Note: Please note that at any time the school/district may uphold additional policies at their discretion.

ACADEMIC INTEGRITY ESCALATION PROCESS*

If you are found violating policies regarding academic integrity, plagiarism, harassment, or student code of conduct, you will be subject to our formal Student Academic Escalation Policy which may include the following:

First Offense: Imagine Learning Virtual Instructors use this as a teachable moment. You will be notified of the violation and will meet with a Virtual Instructor to discuss the violation. Policies may be reviewed and clarified for future understanding. The offense will be documented on the student's record.

The parent/guardian and the mentor/school will be notified.

Second Offense: Imagine Learning Virtual Instructors may give the student the option to redo the assignment with partial credit — but this is left to the Virtual Instructor's discretion.

The parent/guardian and the mentor/school will be notified.

Third Offense: Imagine Learning Virtual Instructors will give the assignment a 0 grade with no option to redo the assignment.

The parent/guardian and the mentor/school will be notified.

* *Note: Please note that at any time the school/district may uphold additional policies at their discretion.*

ACCOMMODATIONS

Imagine Learning promotes an environment and culture that embraces diversity, fairness, and concern for the success of all students and faculty members. Imagine Learning provides accommodations in courses, course content, assignments, testing, grading, and academic support for students with an IEP or 504 plan. Appropriate accommodations are implemented upon receipt and review of a current copy of the student's IEP or 504 plan. In addition to individualized accommodations, the Imagine Learning team utilizes the Imagine Learning courses that are designed to provide many interventions that are commonly required in a Response to Intervention plan.

Common interventions and IEP accommodations can include:

- Monitoring of individual student progress by teacher, facilitator, and parent
- Personalized, descriptive feedback within 72 hours for student work
- Opportunities for differentiated instruction based on a variety of learning styles
- One-on-one access to the teacher
- Additional time for completion of course activities and assessments
- Allowing notes on exams, assignments, or both
- Frequent breaks and save and exit options
- Creation of detailed Student Learning Plan
- Individualized academic support procedures

Imagine Learning supports the goals of the Every Student Succeeds Act (ESSA): raising student achievement and closing achievement gaps. ESSA emphasizes accountability, parent involvement, highly qualified teachers, and research-based teaching methods. For more information on the laws and regulations, please visit www.ed.gov/eseq



Academic Guidelines (cont.)

PRIVACY POLICY — FERPA

Imagine Learning upholds a commitment to safeguard students' personal information and complies with the Family Educational Rights and Privacy Act (FERPA) regulations. School personnel undergo training on students' privacy rights and associated regulations. Imagine Learning promotes responsible data stewardship by establishing policies, procedures, and training to ensure that student information is collected, maintained, used, and disseminated in a way that respects privacy and ensures confidentiality and security.

Imagine Learning's Privacy Policy can be viewed at <https://www.imaginelearning.com/support/privacy/policy>

Imagine Learning does not produce or disclose a public student directory and therefore does not contact parents and eligible students regarding such a directory.

GRADE LEVEL ADVANCEMENT

Imagine Learning is a flexible program that is not based on the standard school year, but at times students discover that they need to be identified with a particular class or grade level. The following describes how we determine each student's "grade level."

- To be considered a freshman (9th grade), students generally present a certificate of completion from an accredited middle school, standard test scores, or an approved 8th grade home school portfolio.
- To be considered a sophomore (10th grade), students generally have successfully completed 6 credits (passing grades), with at least one credit from English, math, and science.
- To be considered a junior (11th grade), students generally have successfully completed 12 credits, two of which must be English and math, and at least one credit in science and social studies.
- To be considered a senior (12th grade), students generally have successfully completed 18 credits.
- Please note that your school or district will make the final decisions on grade level and advancement.

GRADING

Your online grade book will display points earned and points possible, as well as percentage grades. You and your parent(s)/guardian(s) can access and check your online grade book at any time.

To receive credit for a course, students must complete all lessons, examinations, and assignments as required. After all course requirements have been reviewed, students will receive a final grade. A typical grading scale is listed below — please be sure to follow up with your district for school-based grading scales.

GRADING SCALE

94–100	A	74–76.9	C
90–93.9	A-	70–73.9	C-
87–89.9	B+	67–69.9	D+
84–86.9	B	64–66.9	D
80–83.9	B-	60–63.9	D-
77–79.9	C+	0–59.9	F

The grade point average (GPA) is based on a 4-point scale.

Academic Guidelines (cont.)

Technical Information: Getting Started

Please note that technical requirements may change — the most current information is regularly updated in the documentation located there.

GRADE DISPUTE POLICY

If a student believes a grade is incorrectly calculated or unfair, they may appeal the grade. The student should speak with the teacher who gave them the grade to make sure the student understands how the grade was earned/calculated. If this conversation resolves the dispute, the process ends here. If the student disagrees with the grade, the student should contact their mentors at their school/district.

Students receive a notification by email when enrolled in the system. This introductory email includes the student's username and password along with the system URL. General program guidelines and a student guide will also be provided.

When logging in for the first time, the student will participate in an orientation presentation that may include a video along with specific activities. This orientation prepares the student for the various lesson activities and provides expectations for successful completion.

Virtual Instructors make initial contact with the student to establish goals and set benchmarks for student progress.

To fully participate in the Imagine Instructional Services program, students need to ensure that they meet the technical requirements.

Technical requirements are available at: <https://www.imaginelearning.com/en/us/support/technical-requirements>

Please note that technical requirements may change — the most current information is regularly updated in the documentation found at the link above.



Frequently Asked Questions

- 1. Will I be enrolled in all the courses I need to graduate?**
 - Your district/school will choose your academic schedule. Please follow up with your district/school for more information.

- 2. How many hours are 0.5 credit courses? Full credit?**
 - A 0.5 credit course is typically 60 hours and a full credit course is typically 120 hours.

- 3. Can my student be concurrently enrolled in another school while attending your program?**
 - This depends on many factors, especially with NCAA students. Please speak to your district/school to assist you with this question.

- 4. Will any school accept transfer credits from your school?**
 - Your district/school uses Imagine Edgenuity curriculum, but your district/school issues the credit. If you have any questions regarding credit eligibility, please contact the administration at your district/school.

- 5. Are your courses approved by the NCAA?**
 - Imagine Edgenuity curriculum is NCAA-approved. Your district/school may have further approvals. Please ensure to follow NCAA guidelines for all NCAA student enrollments.

- 6. What should I do if I received a low score on a homework assignment?**
 - Reach out to your Virtual Instructor right away through your student dashboard to discuss your assignment, re-takes, etc. If you do not understand a concept, remember that Concept Coaches are available for class questions if you are taking an English, math, science, or social studies course.

- 7. I am having technical problems with the program. What should I do?**
 - You may reach out to technical support at any time! Please call 888-866-4989 option 1 for fastest results. Or you may email customersupport@edgenuity.com. Please note that technical support will need you to have your computer to troubleshoot.

- 8. Can I use notes on a quiz or test?**
 - Notes can be made available on quizzes and tests within the program. Please discuss this with your district/school administration to find out what will be allowed for your assessments.

- 9. Is tutoring provided?**
 - Yes! We call our tutoring services “Concept Coaching.” Concept Coaching is only available for English, math, science, and social studies courses from the chat button while inside your course.

Frequently Asked Questions (cont.)

10. Why am I getting a message saying a teacher needs to review my work before I can take the test?

- Topic Tests are a checkpoint in which your coursework is reviewed by an online instructor before taking the test. Please reach out to your teacher if you are stopped for any reason.

11. Does pretesting count as an attempt?

- Yes, pretesting counts as a quiz attempt. Please note that pretesting is not available for students working through NCAA requirements.

12. How much work should my student be completing each day they work on a course?

- The average student can complete 7 activities in one hour. Plan on working at least 1 hour per day per course or at least 5–7 hours per week per course. Each student is different, so you may spend less or more time depending on your pace and lesson mastery.

13. How long should I be working on my class each day?

- Each class has a different amount of activities; the time spent working on courses should be based on completing the day's activities scheduled in your assignment calendar.

14. What are your hours? And are you open weekends?

- Please see your teacher information for teacher hours.
- Customer support hours are found at www.imaginelearning.com/en/us/support/customer-support. Other departments can be reached Monday–Friday between 8 am and 5 pm MST.

15. As a parent/guardian, how can I check my student's progress?

- Parents/guardians can be provided an account to monitor student grades, messages, and activity.



[imaginelearning.com](https://www.imaginelearning.com)