



# School Handbook

## 2019-2020

[Handbook Link](#)

*Note: The OHVA Handbook is developed in partnership with parents and the OHVA staff, and is approved by the school's Board of Trustees. If changes in state or federal law impact OHVA's policies or practices, timely edits to the handbook will be made, even if determined mid-year.*

OHVA School Handbook 2019-2020

*The Ohio Virtual Academy is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled*

in and attending the school are required to take diagnostic and achievement tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information on this matter, contact the school administration or the Ohio Department of Education.

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# 2019 – 2020 Academic Calendar

**August 19, 2019**  
First Day of School

**September 2, 2019**  
Labor Day \*

**October 21-25, 2019**  
Kindergarten Readiness Assessment

**October 21-25, 2019**  
3<sup>rd</sup> Grade Fall State Testing (ELA)

**November 27–29, 2019**  
Thanksgiving Break\*

**December 2 – 13, 2019 (Tentative)**  
Grades 10 -12, End of Course Testing (EOY)

**December 23, 2019 – January 3, 2020**  
Winter Break

**January 6 – 10, 2020**  
High School Exams

**January 10, 2020**  
End of 1st Semester

**January 13, 2020**  
Start of 2nd Semester

**January 20, 2020**  
Martin Luther King, Jr. Day \*

**February 17, 2020**  
Presidents' Day \*

**March 23 - 27, 2020**  
Spring Break

**April 6 – May 1, 2020**  
\*\*Spring State Testing, grades 3 – 12  
(Note: For Family Break April 10, school is not in session and is a non-testing day.)

**April 10, 2020**  
Family Break

**May 25, 2020**  
Memorial Day \*

**May 26 – 29, 2020**  
High School Exams

**May 29, 2020**  
Last Day of School  
Last Day to Log Student Attendance

**June 6, 2020**  
High School Graduation

\* *Holiday — OHVA Office Closed/Teachers Not Available*

\*\* *The specific dates for students by grade level and subject will be provided to our OHVA families as soon as the schedule is finalized, per the Ohio Department of Education.*

## Ohio Virtual Academy (OHVA)

*Welcome to Ohio Virtual Academy (OHVA). This school handbook will clarify mutual expectations to ensure your student has a successful school year.*

Ohio Virtual Academy was incorporated in the state of Ohio in May of 2002 and operates as an Ohio public community school. It is a non-profit community (charter) school that is funded by state revenue, governed by and subject to Ohio State charter-school laws, applicable federal laws and the terms of its contract with its charter sponsor.

OHVA is currently chartered in Lucas County through a charter contract with the Ohio Council of Community Schools with the authority for operating OHVA vested in its Board of Trustees (Governing Board).

The OHVA Board of Trustees has secured the curriculum, technical, and management services of **K12 Virtual Schools LLC**, a provider of virtual education to students throughout the United States and around the world. OHVA's school offices are located in Maumee, Ohio. OHVA teachers, all Ohio- licensed and Highly Qualified according to federal Common Core State Standards, are located throughout the State of Ohio and teach students based on their areas of expertise and licensure.

### Non-Discrimination Notice

Ohio Virtual Academy does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to all educational opportunities and designated school groups. Ohio Virtual Academy is committed to providing an environment that is free from all forms of discrimination which includes sex discrimination, gender-based discrimination, and sexual violence, and providing equal employment opportunities as regulated by Title VII and Title IX, and to ensuring the accessibility of appropriate grievance.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Title IX Coordinator: Peggy Ault

Email: [pault@k12.com](mailto:pault@k12.com)

Phone: 419-482-0948, ext. 4011



**Accountable • Respectful • Engaged**

**OHVA Vision & Purpose Statement**

Our Approach: Student-centric. Innovative.

Our People: Passionate. Engaged.

Our Students: Inspired. Empowered. Educated.

**Culture**

- Embrace diversity
- Collaborative
- Shared leadership
- Mutual trust, respect and value
- Supportive

**Community**

- Ensure a sense of community within our school across all 88 counties in Ohio
- Wrap-around services
- Staff and parent led functions, outings, forums, clubs
- Booster, Parent Compact, PAC

**Standards**

- Driven by student success
- Individualize
- Clear communication expectations
- Ongoing reflection and improvement
- Policies and procedures to establish a safe environment

**Support**

- Learning Coach Academy
- Professional Development driven by data

## Academic Program

OHVA's academic program, which includes the K12 Curriculum, teacher-led Class Connect sessions and additional instructional resources, is designed to help your child meet or exceed state, national, and international standards. For an overview of the educational approach and curriculum, visit K12's web site at: <https://www.k12.com/>

### The Online School (OLS)

The learning coach's and student's daily work centers around the Online School, or OLS. The OLS provides the centralized space to access K12 lessons, live class links and other instructional tools required in the OHVA academic program. The OLS provides access for parents to log student attendance, follow their progress, facilitate lesson planning, and access supplemental teaching tools. Access to the OLS and completion of a student's daily work requires a connection to the Internet through an Internet Service Provider (ISP) and a unique login for enrolled families.

In the K-5 program, the parent login allows access to all aspects of the OLS, including access to all assessments, answer keys, attendance, and parent resource materials. In the 6-12 program, the parent can view the student progress and grades, enter attendance and find parent resource materials.

Parents should not give their students access nor permission to use their parent login information. Student logins only permit access to lesson information and curriculum progress. Student logins are required for all students.

## Parent & Staff Expectations

### Parent Responsibilities

Upon enrollment, parents/Learning Coaches are responsible to:

- *provide continuous Internet service and make sure my student has daily access to participate in Ohio Virtual Academy.*
- *supervise and monitor my student daily, to ensure he/she is in attendance and engaged in online Class Connects, learning, and completing assigned school work.*
- *enter attendance time in the school system each day. (5-6 hours per day as a required minimum for 1st - 12th graders, 3 hours for kindergarten students.)*
- *provide transportation to mandated state testing and any other required face to face events.*
- *communicate with or respond to school staff in a respectful, courteous and timely manner regarding my child's education, attend required meetings and conferences (IEP/ETR if applicable).*

For more detailed information regarding parent/Learning Coach requirements and commitments, refer to the Parent/Learning Coach Compact below, and this OHVA School

Handbook.

### **School Work Expectations**

Parents of students in grades 1-8 can expect to guide learning a minimum of 6 hours per day, in addition to planning, to maintain a typical school year's pace for accomplishing lessons associated with assigned grade levels. Kindergarteners who may be on a ½ day schedule will have reduced expectations. High school students should expect to devote approximately 7-8 hours per day on their high school courses. Although high school students are expected to be more independent learners, parents must stay actively involved in their high school student's academic program. Parents should refer to high school details for more information on expectations at the high school level.

The Online School and its curriculum allow for students to be challenged according to their mastery of skills. Most K-5 Learning Coaches and students spend 50% of their day online and the rest of their time working offline in workbooks, printed lessons, or other related activities. Middle school students and Learning Coaches may spend between 60% and 70% of their time on their computers, while high school students will spend between 75% and 85% online. Submission of student assignments is required throughout the year as assigned by teachers. This student work demonstrates consistent engagement and the frequency will vary by grade. Attendance documentation of online and offline work may be requested by the school, so a parent record or log is recommended. OHVA students are required to participate in all state diagnostic, achievement, and standardized testing, as required by the Ohio Department of Education.

The administration of your child's day-to-day education in the OHVA program is both exciting and challenging and requires your parental commitment to the discipline and organization necessary to help your child succeed academically.

### **Parent/Learning Coach Compact**

*The purpose of this Compact is to set expectations for Ohio Virtual Academy (OHVA) parents/Learning Coaches. Your child's educational success, a primary goal of OHVA, can only be achieved if you understand your key role in following the curricular and attendance requirements below.*

- *My role, which is vital for my student's academic achievement, is valued and respected among administrators, teachers, staff and volunteers at OHVA.*
- *I believe that my student has the ability to grow academically.*
- *I will abide by OHVA's policies and procedures as outlined in the OHVA School handbook.*

- *I will maintain continuous Internet service and make sure my student has daily access to participate in the school.*
- *I understand that the Ohio Virtual Academy program includes the **K12 curriculum, periodic assessments, Class Connects, and other instructional tools, specific to my student's academic requirements. I understand that students will be required to attend and participate in live CC sessions on a daily basis.** I will actively supervise my student while participating in the OHVA academic program. Learning Coach guidance is essential for students in the K-8 program and also needed on a regular basis in high school.*
- *My student is enrolled in a public school and must meet the state attendance requirements.  
Students in grades 1 -12 require a minimum of 920 hours, and part-time kindergarten students require 460 hours per year. To reach my student's academic goals, average daily attendance may range from 3 hours (kindergarten) to 8 hours (5<sup>th</sup> grade through high school).*
- *As the Learning Coach, I am responsible to accurately record attendance and progress in my student's Online School to reflect online and offline school work. I will keep a record of offline school work hours. Insufficient hours recorded in the system over time is a truancy issue and could result in my student's removal from OHVA.*
- *My student will participate in **all required state achievement and diagnostic testing.** It is my responsibility to provide transportation to and from the test site(s). Testing dates are determined by the Ohio Department of Education (ODE).*
- *I will actively engage with OHVA staff by participating in conferences, reading email on a daily basis, submit requested assignments, and attend face-to-face (F2F) activities throughout the year, including state testing, and ETR and IEP meetings (if applicable.) If I have designated another person to act as Learning Coach for my student, I will conference jointly with the Learning Coach and OHVA teacher(s).*
- *I will work with and treat administrators, teachers, staff, and volunteers professionally, understanding that staff must follow set schedules and policies.*

***Failure to follow the school's program requirements may result in my student's removal from Ohio Virtual Academy.***



### **OHVA Teacher/Staff Compact**

*OHVA is proud of the talented group of licensed, Highly Qualified teachers and support staff in our school. They are trained to help you and your student(s) to be successful in Ohio Virtual Academy. Teachers and support staff have the following responsibilities to their OHVA students/families:*

- I believe that all students benefit from encouragement to maximize their academic potential and every student has the ability to achieve success.
- Strong academic achievement as measured by the Ohio State Assessments and progress within the K12 curriculum is a common goal for teachers, staff, students, and Learning Coaches.
- Providing direct academic support during school hours is my priority at OHVA, and I will remain actively engaged with my students and Learning Coaches to respond to their individual learning needs and communications within 24-hours (email & telephone) in most cases.
- I will be an expert in my content area, the K12 curriculum, and relevant academic content standards for my assignment area, and courses for which I am Highly Qualified.
- I believe a strong and positive relationship between the administrator, teacher, staff member, student, and Learning Coach through consistent and professional quality communication is fundamental to student achievement, student continuation, and increased parent satisfaction.
- I will be flexible, understanding, and supportive of students' and Learning Coaches' individual needs for teaching accommodations and programmatic or curricular modifications to meet individual student learning needs.
- I will keep current and accurate documentation as I provide instruction based on student data, engaging Class Connect sessions, and alternative learning activities to increase student achievement and retention.
- I will provide meaningful, usable, and appropriate feedback on student performance to enhance student achievement by keeping accurate and current documentation.
- I will develop a collaborative partnership with my grade level team, my students' academic team, and with my colleagues throughout OHVA.

- I will be knowledgeable of, implement, and abide by OHVA policies and procedures in the OHVA Employee Handbook and OHVA School Handbook, which include departmental practices.
- I will participate in regular and ongoing professional development opportunities to support the school's student academic improvement initiatives.

### **Parent Concern Process**

*Student success is an important goal for OHVA. This process has been designed to ensure that all student/family grievances are considered expeditiously and fairly:*

- 1. The advisor is the first point of contact for an expression of grievance, informal or formally written. If the teacher/advisor is the subject of the grievance, the issue should be settled through parent/teacher communication.*
- 2. If the subject of the concern is another school employee and cannot be settled at the teacher/advisor level, the parent or legal guardian should escalate the concern to the administrator in writing. The administrator will respond to the parent's written note of concern within 48 hours of receipt.*
- 3. If the issue or grievance is not resolved within 10 working days, the parent may escalate an issue to the Head of School. The Head of School or designee will respond within 48 hours of initial parent or administrator notification of the grievance and investigate.*
- 4. If the matter cannot be settled satisfactorily, it may be brought before the Board of Trustees of the school at one of the public Board meetings. The Board President must be notified of the matter by the Head of School and/or the parent prior to the meeting.*

### **Teacher Assignments**

Each student enrolled in OHVA is assigned to a teacher of record who shall be primarily responsible for that student's academic development and achievement. If a student needs supplemental services, additional teachers may work with him/her.

At any time during the school year, it may be necessary to reassign students to a different teacher or support staff member, although every attempt will be made to minimize the number of reassignments. Parents who have concerns with the staff or teacher(s) are requested to make a good faith effort to resolve the difficulties by discussing them with the teacher. If the concern continues to be unresolved, parents should contact the grade level academic principal.

### **Teacher, Staff and Family Communication**

Parent-Staff communication is a vital cornerstone to maintain the unique partnership between

the school and parents. Teachers are the parents' first point of contact for academic questions in all grades. Advisors are the key point of contact for general support questions. The teacher or advisor is also an important link of communication from the OHVA administrative office. Parents/Learning Coaches should contact teachers or advisors first, and if no response has been received after 24 hours during the school week, they may contact principals before contacting other administrators. Administrators will reply in a timely manner, but parents should allow 24 hours during the school week for administrators to respond. Respectful, productive communication is expected parent to staff, and staff to parent.

#### Appropriate Communication

Parent/Learning Coach phone conversations with any staff that include profanity, uncontrolled anger, shouting, or threats will not be permitted. If parent behavior is disrespectful or inappropriate in this manner, the conversation will revert to written communication only.

Threats will be taken seriously and forwarded to the appropriate law enforcement personnel.

Parents/Learning Coaches are expected to maintain responsiveness to email, newsletters, and phone communication with the advisor, teacher(s) and the school. Professional, courteous two-way communication is always encouraged.

#### Harassment/Discrimination Prohibited

Ohio Virtual Academy is committed to providing an environment that is free from all forms of discrimination, which includes sex discrimination, gender-based discrimination, sexual harassment and sexual violence, and providing equal employment opportunities as regulated by Title VII and Title IX, and to insuring the accessibility of appropriate grievance. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Lead Title Coordinator: Peggy Ault

Contact Peggy Ault for any of the above harassment or discrimination items, and she will provide guidance and information according to your request or report.

Email: [pault@k12.com](mailto:pault@k12.com)

Phone: 419-482-0948, ext. 4011.

Please refer to the definitions and complaint processes as provided for discrimination in the Student Behavior & Code of Conduct (hyperlink) in the handbook, which may apply as necessary to staff, parents and Learning Coaches.

#### Enrollment & Student Records

Before a student can be enrolled into the Ohio Virtual Academy, the parents or legal guardians must complete and return (electronically or hard copy) the following:

- enrollment form/online enrollment
- copy of birth certificate
- [proof of residency](#) as listed in ORC 3314.11(E) annually
- release of school records form
- family income form (preferred) annually
- achievement tests or other standardized test scores
- previous school's report card
- transcript from previous school (for high school students)
- custodial paperwork, if applicable
- special education documentation (ETR, IEP, 504) if applicable
- emergency medical authorization form

Students must reside in the state of Ohio to be eligible for enrollment. Parents must also review and agree to the Parent Compact during the enrollment/registration process. Students enrolling in kindergarten must be five (5) years old on or before September 30th of the school year in which they are enrolling. To be accepted for enrollment in Ohio Virtual Academy a student must be able to complete ALL Ohio graduation requirements by their 22nd birthday. Any students who turn twenty-two (22) years old prior to the first day of school of the school year in which they are applying are not eligible for enrollment (Ohio Revised Code 3321.01.)

#### **Re-Entry Policy:**

Students withdrawn according to the requirements of House Bill 410 are not eligible for re-entry until two (2) full academic years have passed from the time of the withdrawal from Ohio Virtual Academy.

**Registration** for the following school year will take place in the spring before the school year closes. Re-enrolling families will need to complete the online re-registration in MyInfo. For the upcoming school year, and in the summer months of July/August, families will also be asked to submit proof of residency and the Family Income Form annually prior to the start of school.

#### **Change of Address:**

Parents should notify the school within 2 weeks of a change of address. Access the online form here: <http://ohvaonlineforms.com/Change-of-Address-Request.html>.

*Parents should also notify their advisor of any changes.*

- Student Name(s):
- Legal Guardian's Name:
- Old Address:
- New Address:
- Move-in Date:
- New School District residing in:
- Phone Number:

**In order for the change to go into effect the parent will need to supply [Proof of Residency](#).**

Once the Proof of Residence document is secured the OHVA team will process the

address through the [Ohio Department of Taxation](#) website to verify the school district of residence and then communicate the information to our EMIS department via daily reports for verification of districts.

Ohio Virtual Academy asks all returning families to verify their home address in our system in July and August. Residency Records will be reviewed on a monthly basis throughout the year. All returning families are required to submit a new Proof of Residence document annually (via our online form) as well. It is required that these documents be dated no earlier than July 1<sup>st</sup> of the current year.

If the address on file is different from the current address being submitted a change of address request via our website is required. Proof of Residence (dated no earlier than July 1<sup>st</sup>) and the new address is processed through the Ohio Department of Taxation website. Any changes in district are updated as of the date the change took effect.

### **Confidentiality**

Every effort should be used to maintain the confidentiality of students attending the Ohio Virtual Academy. Parents must give permission before a student's name or image can be displayed in a public manner. Before confidential student information is transferred over the internet, it is password protected or encrypted, and can only be decrypted by another party employed or assigned by OHVA. The Ohio Virtual Academy has designated a Records Officer to protect the confidentiality of personally identifiable data regarding students. Student files are accessible only to employees of OHVA or employees of K12 who have an interest in the student's education. Parents and students should be careful not to share their K12 Online School (OLS) username and password with any unauthorized individuals. In any case, where a parent or teacher believes the security of the OLS has been compromised, the parent should use the tools provided in the OLS to change the username and password.

### **Student Records & FERPA**

In order to provide appropriate educational services and programming, OHVA must collect, retain, and use information about individual students. In order to safeguard students' privacy, OHVA restricts access to students' personally identifiable information.

Student records shall be available only to students, and their parents, eligible students, designated school officials, and designated school personnel, who have a legitimate educational interest in the information, and to other individuals or organizations as permitted by law. The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older, or a student of any age who is enrolled in a postsecondary institution. Parents requesting records access to their student's records, if the student is over age 18, must

request permission. For further information, the parent may contact the Records Department at OHVA at [records@ohva.org](mailto:records@ohva.org). Students will become an "eligible student" upon their 18th birthday and will afford all rights to their school records at that time. When a student turns 18, the rights to access records will transfer from the parent to the student.

Both parents shall have equal access to the student's academic records unless stipulated otherwise by court order or law. Parents of eligible students may be allowed access to the student's records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code.

"Legitimate educational interest" shall be defined as a "direct or delegated responsibility for helping the student achieve one or more of the educational goals of the District" or if the record is necessary in order for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family.

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the Head of School a written request that identifies the record(s) they wish to inspect. The Head of School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request an amendment of the student's education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the Head of School clearly identifying the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the

student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Governing Board; a person or company with whom the School has contracted to perform a special task (such as an administrator, attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School may disclose education records without consent

to officials of another school district in which a student seeks or intends to enroll. OHVA will make a reasonable attempt to notify the parent or student of the records requested unless it states in its annual notification that it intends to forward records on request.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by OHVA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW Washington, DC 20202-5901

The Board of Trustees hereby authorizes the administration to:

1. provide “personally-identifiable” information to appropriate parties in connection with an emergency if such knowledge is necessary to protect the health and safety of the student or other individuals;
2. request each person or party requesting access to a student’s record to abide by federal and state laws concerning the disclosure of such information;
3. report a crime committed by a child with a disability to appropriate authorities and to transmit copies of the student’s special education and disciplinary records to the authorities for their consideration;
4. forward student records, including disciplinary records with respect to any current suspension and expulsion, upon request to a private or public school or school

The following are required communications that must be maintained by parents:

- Personal Information (FERPA)

The Head of School, who may delegate certain responsibilities to the school administrative assistant or other administrators, is responsible for maintaining the personal information systems utilized by

OHVA. Specifically, the Head of School is responsible for maintaining confidentiality of directory information, if the parents have requested, and other information in a student’s educational record. If requested, your student’s directory information will be shared unless you have chosen to Opt Out of the OHVA Directory.

All OHVA personnel and administrators who collect, maintain, use, or otherwise have access to student records must maintain such records in the manner prescribed by law and/or by OHVA and its Board of Trustees.

The Head of School or designee shall prepare an annual notice to parents/eligible students which shall inform them of their rights to (1) inspect and review the student’s educational records; (2) request an amendment to the records if appropriate; (3) limit disclosure of personally identifiable information defined as directory information; (4) request a hearing if OHVA refuses

to amend records believed to be misleading or inaccurate and to file a complaint with the Department of Education if dissatisfied with the results of the hearing; and (5) obtain a copy of OHVA's policy on student records. The notice may be found online and/or placed in the student handbook.

The Head of School or designee shall maintain and post a current listing of employees and other persons who are authorized to access personally-identifiable information and provide public inspection of such listing. In addition, the Head of School shall prepare a listing of the types and locations of records collected, maintained or used by OHVA. This list shall be provided to parents/eligible students upon request.

The Head of School or designee shall obtain written and detailed consent from parents/eligible students prior to disclosure of student records. Such consent shall consist of the records that may be disclosed, the purpose for which disclosure may be made, to whom disclosure may be made, and whether the parents/eligible student wishes to have a copy of the records disclosed. Prior consent will not be required if Board policy allows for disclosure without consent.

- Parents: Disclosure, Inspection, Review of Records

The Head of School shall permit parents/eligible students, upon request, to retrieve information from and to inspect and review, records relating to the student's education and maintained by OHVA. The Head of School may place certain conditions on such access consistent with applicable laws, regulations and school policies.

- Third Party: Disclosure, Inspection/Review, and/or Copies of Records

When authorized, the Head of School shall permit inspection and review of a student's educational records, disclose specified information, or provide copies of educational records only after the requesting party has agreed not to share the information with a third party unless the parents/eligible students have so consented or the particular circumstances meet the requirements of the Federal regulations on third-party disclosure.

- Amendment of Records

The Head of School shall provide parents/eligible students with the opportunity to amend records when they believe that any of the information regarding their student is inaccurate, misleading, or violates the student's privacy. Upon receipt of a written request to amend records, the Head of School shall determine whether such record shall be amended and inform the parents/eligible student of such decision and their right to a hearing. If a hearing is requested, the President of the Board of Trustees shall select a hearing officer, who may be an official with the school who does not have a direct interest in the outcome of the hearing. The hearing officer shall arrange a hearing within ten (10) business days at a mutually agreed time and place. The hearing officer shall inform the parent/eligible students that they may present evidence relevant to the issues and may be assisted or represented by individuals of their choice, including an attorney, at their own expense. The hearing officer shall be responsible for maintaining the student's records during the appeal process so that no information is lost or destroyed. Within ten (10) business days following the conclusion of the hearing, the hearing officer shall provide a



summary and findings to the President of the Board or designee. Based upon a review of this report, the President of the Board or designee shall send a letter, within ten (10) business days, to the parent/eligible student stating the decision and justification of the decision. If the parent/eligible student disagrees with the decision, they may submit a statement explaining why they disagree with the decision which shall be maintained with the contested record. If an amendment is made, then the Head of School shall send written confirmation that the amendments have taken place.

- Emergency Release

The Head of School may release any personally-identifiable information (without parent's/eligible student's consent) to appropriate parties in connection with a health/safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Upon receipt of a request for emergency information, the Head of School shall ascertain whether the request constitutes a health/safety emergency and, if so, provide the requested information immediately.

- Transfer of Records to Other Public and Private Schools and School Districts

Student records, including disciplinary records regarding any current suspensions and expulsions, must be transferred within fourteen (14) days of request. Records shall not be withheld by the school for a student's failure to pay any fees, fines, or charges imposed by OHVA.

The Head of School shall transfer a student's records to another school when a written request by the private or public school or school district in which the student is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis. If parents/eligible students request a copy of the records being transferred, they shall be provided a copy without cost. If a student is under the care of a shelter for victims of domestic violence, release of information is limited by law.

- Disclosure for Student Financial Aid

The Head of School may release, **without parents' consent**, student information regarding financial aid for which a student has applied or which a student has received, provided that personally-identifiable information from the educational records of the student may be used only to determine the eligibility of the student for financial aid, to determine the amount of financial aid, to determine the conditions which will be imposed regarding the financial aid and/or to enforce the terms or conditions of the financial aid. Financial aid means a payment of funds provided to an individual (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution.

- Disclosure for Purposes of Marketing or Selling Information

OHVA does not permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose). For purposes of this section, "personal

information" means individually identifiable information including: (1) a student or parent's first and last name; (2) a home or other physical address (including street name and the name of the city or town); (3) a telephone number; or (4) a Social Security identification number.

### **Delinquent Child Policy- Sealed Records Policy**

**Purpose:** To preserve, protect and maintain confidential records that have been sealed in accordance with Sections 2151.356 and 2151.357 of the Ohio Revised Code.

**Policy:** In the event that the school board receives notice that the OHVA is in possession of records that have been ordered sealed pursuant to Section 2151.356 of the Revised Code from (i) a court of competent jurisdiction (ii) the person whose record has been sealed, or (iii) any other source sufficient to impute knowledge thereof, then the Head of School shall abide by the following:

#### **Maintenance, Submission and Non-Disclosure of Sealed Records**

1. Records custodian shall place all records that have been ordered sealed pursuant to Section 2151.356 of the Ohio Revised Code in a separate file in which only sealed records are maintained. The sealed records shall, as soon as practicable, be provided to the Court ordering the records sealed consistent with ORC 2151.357. The Head of School or authorized designee/records custodian shall implement administrative policies and procedures for the protection, maintenance and preservation of all sealed records consistent with this Policy.
2. No employee of OHVA or Board member shall knowingly release, disseminate, or make available for any purpose involving employment, bonding, licensing, or education to any person or to any department, agency, or other instrumentality of the state or of any of its political subdivisions any information or other data concerning any arrest, taking into custody, complaint, indictment, information, trial, hearing, adjudication, or correctional supervision, the records of which have been sealed pursuant to section 2151.356 of the Ohio Revised Code and the release, dissemination, or making available of which is not expressly permitted by Ohio law.
3. Nothing contained in this Policy shall prohibit OHVA from retaining records regarding an adjudication that a student is a delinquent child that was used as the basis for the student's permanent exclusion under sections 3301.121 and 3313.662 of the Revised Code.

#### **Permitted Inspections of Sealed Records**

OHVA may permit the inspection of records that have been ordered sealed under Section 2151.356 of the Ohio Revised Code but only if in compliance with ORC 2151.357(E).

## McKinney-Vento Homeless Assistance Act- Statement of Policy

Title VII- B; Education for Homeless Children & Youth Program

### Definition:

The Ohio Virtual Academy defines any homeless children and youth according to the Federal McKinney- Vento Homeless Definition, as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children and youth who are:

- Sharing housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Living in emergency or transitional shelters;
- Abandoned in hospitals or
- Children and youth who have a primary residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public space, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

### Responsibilities of Ohio Virtual Academy:

With regard to homeless children and youth designated under paragraph (1)(J)(ii) in the Federal McKinney- Vento Act, Ohio Virtual Academy shall ensure that-

- homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;
- appoint a homeless student district liaison responsible for the coordination of services for such children - OHVA's homeless liaison is Heidi Ragar, [hragar@k12.com](mailto:hragar@k12.com);
- homeless students enrolled in Ohio Virtual Academy will have a full and equal opportunity to succeed in curriculum;
- homeless children and youth and their families will receive educational services for which such families, children, and youths are eligible, Special Education and related services, and referrals to health care, mental health, dental, and other appropriate services;
- parents or guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;
- parents and guardians and unaccompanied youth are fully informed of all transportation services;
- enrollment disputes will be mediated in accordance with the requirements of the McKinney-Vento Act;
- public notice of educational rights of homeless students will be disseminated appropriately at the Ohio Virtual Academy enrollment office and provided to parents upon enrollment.

In meeting these responsibilities, Ohio Virtual Academy will coordinate with homeless families in the

following activities:

- the immediate enrollment in school and accessing school services;
- services of a school representative for assistance in obtaining immunizations, medical records, residency, guardianship, and other documents if needed;
- providing special attention to the ensuring of enrollment and attendance of special programs of homeless students and unaccompanied youth not currently attending school;
- informing parents, school personnel, and others regarding the rights of homeless children and youth through staff and parent development and by the dissemination of materials;
- working with school personnel to ensure that homeless children and youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement;
- provide homeless children and youth with access to technology and proper materials to be successful in the adapted K12 curriculum;
- helping to coordinate access to academic services for homeless children and youth;
- collaborating with State Coordinators for the Education of Homeless Children and Youth
- implementing educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- determine the best interest of the child or youth by assisting in the enrollment or placement of their school of origin, by considering the views of such unaccompanied youth and providing them with notice on the right to appeal;
- provide professional development and awareness to Ohio Virtual Academy personnel and service providers on the effects of short-term stays in shelter and other challenges associated with homelessness.

#### **McKinney-Vento Homeless Assistance Act: OHVA Enrollment Responsibilities and Enrollment Dispute Resolution**

The Ohio Department of Education is committed to facilitating the timely resolution of disputes regarding the educational placement of homeless children and youth. The process may address issues concerning: enrollment, transfer of records, transportation, comparable services, guardianship, medical records, residency, school of origin/school of choice issues along with any related homeless education concerns.

#### **Enrollment**

The McKinney-Vento Homeless Assistance Act includes definitive language concerning the enrollment of homeless children and youth including:

#### **Ohio Virtual Academy shall according to the youth's best interest:**

- Continue the child's education in the school of origin for the duration of Homelessness.
- In any case in which a family becomes homeless between academic years or during an academic year or

- For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year or
- Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

**In determining the best interest of the child or youth, Ohio Virtual Academy shall:**

- To the extent feasible, keep the homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian.
- Provide a written explanation to the parent or guardian, including a statement regarding the right to appeal if OHVA sends the child or youth to a school other than the school of origin or a school requested by the parent or guardian.
- Refer unaccompanied youth to the homeless liaison designated by OHVA to provide assistance in placement and/or enrollment decisions. The views of the unaccompanied youth will be considered and the youth will be notified of the right to appeal.

**Enrollment Dispute Resolution: General Guidelines –**

- Disputes should be resolved at the district level rather than the school level.
- The dispute resolution process should be as informal and accessible as possible allowing for impartial and complete review.
- Parents, guardians and unaccompanied youth should be able to initiate the resolution process directly at the school they choose, as well as at the OHVA homeless liaison's office.
- Parents, guardians, and unaccompanied youth should be informed that they can provide written or oral documentation to support their views.
- Students are to be provided with all services for which they are eligible while the disputes are being resolved.
- Written documentation should be complete, as brief as possible, simply stated and provided in a language the parent, guardian, or unaccompanied youth can understand.

**Resolution Process –**

Should a dispute arise over school selection or enrollment in a school the following procedure is to be followed:

- OHVA shall provide the parent or guardian with a written explanation of the school's decision regarding school selection or enrollment.
- OHVA shall inform the parent or guardian in writing of their right to appeal the decision.
- Should the dispute continue OHVA shall refer the parent or guardian to the local OHVA liaison who shall review the complaint and issue an opinion in writing to the parent or guardian.
- Should the dispute continue the OHVA liaison shall assist the parties

involved in presenting the situation to the Ohio Department of Education homeless education coordinator.

- The state homeless education coordinator shall recommend a decision for distribution to the parent, local superintendent and OHVA liaison.
- Should the dispute continue the final appeal is made to the State Superintendent of Public Instruction for review and disposition.

McKinney Vento Resources/References:

<http://education.ohio.gov/Topics/Other-Resources/School-Safety/McKinney-Vento-Homeless-Children-and-Youth-Program>

Brochure for posting: "A Parent's Guide to the Rights of Children & Youth Experiencing Homelessness" McKinney-Vento Homeless Assistance Act, 42 U.S.C.S 11432(g)(3)(E) U.S. Department of Education McKinney-Vento Homeless Assistance Act Non-regulatory Guidance (July 2004)(pages 17-18)

### **Missing Children**

OHVA will provide resources and information to staff and families to be informed of issues related to missing children. Resources include:

- The National Center for Missing and Exploited Children [www.missingkids.com](http://www.missingkids.com)
- Team Hope- The mission of Team HOPE is to assist families with missing, exploited and recovered children by offering peer support including empowerment, emotional support and coping skills from a trained volunteer who has had or still has a missing or exploited child. [www.teamhope.org](http://www.teamhope.org)
- [View additional information here.](#)

### **Materials and Technology**

All instructional materials, including computer equipment and related hardware, are the property of Ohio Virtual Academy. Before the enrollment acceptance of a student in OHVA, the parent must return a signed Agreement for Use of Instructional Property form to the school. Families should handle OHVA property with care and ensure an accurate inventory of these materials is maintained in the home. At the end of the school year, or upon withdrawal of a student from OHVA, instructions are provided for returning materials.

### **Computer Availability Policy**

Each student enrolled in OHVA is entitled to a computer; however, families may elect to waive

any or all of their OHVA provided computers. Each student is encouraged to have his/her own computer in order to participate fully in the school program. Parents are responsible for returning each computer in good working order as soon as his/her student is no longer enrolled in OHVA. K12 provides shipping instructions and labels for the computer return.

**Factors to consider with multiple computers in the house:**

- If you have a dial-up modem Internet connection, an extra phone line is needed for each additional computer in order to access the OLS. OHVA does not cover the cost for the setup of phone lines or internet cable services.
- If you have a cable or DSL Internet connection, a router or other network device is needed to enable an Internet connection to all of the computers. OHVA does not cover the cost of the networking hardware, WiFi adaptors, nor the cost of setting up the network. If desired, the cost is at the family's expense.
- Maintenance is required for each computer, including software upgrades and regular computer virus checks. K12 Tech Support is available at 866-K12-CARE if needed.

**Computer Use Policy**

Access to the Internet via computer equipment and resource networks provided to you as a result of your enrollment in OHVA are intended to serve and pursue educational goals and purposes. Communications and Internet access should be conducted in a responsible and professional manner reflecting the school's commitment to honest, ethical, and non-discriminatory practice. Therefore the following is prohibited:

- Any computer use that violates federal, state, local law, ordinance or regulation.
- Knowing or reckless interference with the normal operation of computers, peripherals, or networks.
- The use of OHVA internet-related systems to access, transmit, store, display, or request inappropriate materials or access inappropriate websites, including the downloading or installation of photos, electronic images, games, online programs, or Internet-based music.

Families may be held financially responsible for the negligent or willful destruction of school computer equipment, or for the non-return of school computer equipment upon withdrawal or graduation.

**Eyewear Safety**

Per the Ohio Revised Code 3313.643, when participating in Science labs, students shall always wear personal protective equipment (safety glasses.) Safety glasses shall be in place before any science activities are started when liquid or other potentially harmful substances or objects may come in contact with the eyes. Safety glasses shall remain in place until the activity is completed and the cleanup from the activity has been concluded.

### **Fees**

Attendance at OHVA is tuition free and no specific fees are charged for programs or services provided to families. However, as with many school programs, certain expenses do fall within the responsibility of enrolled families, such as printer cartridges/ink and paper, art supplies, and the cost of admission and transportation to and from OHVA-sponsored events. Internet cost is the responsibility of the OHVA family. However, please refer to OHVA's ISP policy described below that provides a supplement to internet cost.

#### **Internet Service Provider (ISP) Supplement**

**Consistent Internet access is a requirement for enrollment in the Ohio Virtual Academy. When Internet verification is provided by a student's parent, a portion of the costs associated with Internet access is provided by a supplement for students enrolled in our school each semester.**

Families with students in Grades K-8:

- The Ohio Virtual Academy will reimburse a single-student family \$9.95 per month towards the partial costs associated with their student's Internet access. Families with multiple K-8 children schooling with OHVA will be reimbursed \$19.90 per month. The reimbursement period is from August through May.

Families with at least one High School student or High School and any combination of Grades K-8:

- Ohio Virtual Academy will reimburse families with at least one enrolled high school student a maximum of \$30 per month towards the partial costs associated with their student's high speed Internet access. The reimbursement period is August through May. **Additional students do not result in increased reimbursement.**

**Note: No family, regardless of the number of OHVA students, will receive more than \$30 per month.**

Families must participate in the Online School, as well as have compliant, consistent attendance throughout the semester as described in the School Handbook, in order to qualify for ISP supplement.

Families must submit their internet bills online during the submission window provided each semester. Bills should be submitted digitally online through the school website. Instructions can be found on the website. If the bill is not submitted within the planned submission time, the family will not be reimbursed for that semester. The address on the billing statement must match the current mailing address on file for the student(s).

Supplement payments are mailed twice each year:

- Within eight weeks after the last day of Semester 1
- Within eight weeks after the last day of Semester 2
- Late enrollment will result in pro-rated/partial reimbursement



- Students must be enrolled through the end of the semester in order to be eligible for reimbursement for that semester.
- Checks will be issued to the current Learning Coach on file.

Please email any questions to [ISPreimbursement@ohva.org](mailto:ISPreimbursement@ohva.org).

### **Internet Safety Policy**

It is the policy of Ohio Virtual Academy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

#### **Definitions**

Key terms are as defined in the Children’s Internet Protection Act.

#### **Access to Inappropriate Material**

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

#### **Inappropriate Network Usage**

To the extent practical, steps shall be taken to promote the safety and security of users of the Ohio Virtual Academy online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

#### **Education, Supervision and Monitoring**

It shall be the responsibility of all members of the Ohio Virtual Academy staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children’s Internet Protection Act, the

Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act.

The standards and acceptable use of Internet services as set forth in the OHVA Internet Safety Policy student safety with regard to:

- safety on the Internet;
- appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
- cyberbullying awareness and response.

## **Student Expectations & Achievement**

### **Advanced Learners**

Ohio Virtual Academy (OHVA) has many advanced learners. The K<sup>12</sup> curriculum is rigorous, broad, and offers optional extension activities in lessons. Students are encouraged to participate in OHVA activities such as National Honor Society to be challenged and inspired to achieve high academic standards.

### **AIMSwebPlus Assessments**

The AimswebPlus is an assessment, data management, and reporting system that provides national and local performance and growth norms for the screening and progress monitoring of math and reading skills for all students in Kindergarten through Grade 2. OHVA teachers meet with their kindergarten through second grade students online, to administer short, consistent, and reliable assessments. All of these assessments are conducted during class connect sessions using the whiteboard. These Benchmark assessments, administered three times per year; fall, winter, and spring will provide parents, learning coaches, and teachers with an accurate measure of academic progress to help determine the instructional level of the child and what we must do to help him/her be successful. We will be able to use this valuable information to make instructional decisions based on fresh, current data. We will also be able to chart the academic growth of the student for the entire year and/or a specific period of time. All of the data will be collected and shared with the Learning Coach through parent reports and a conference with your child’s teacher.

AimswebPlus allows us to monitor your student’s progress on both a short and long term basis. The tools will assist us in identifying and helping students who are not showing normal academic growth. We will be able to focus our attention on those who need it the most. By using the quick assessments to find out if instructional strategies are effectively helping your student improve, we can make adjustments without waiting until the end of a unit. It will help us work together to design individual learning plans for our students who struggle the most. Since the tools are available to teachers all year online, we will be able to continue to assess students much more quickly, communicate results with learning coaches, and make any adjustments that may be needed.

### **Anti-bullying**

For the full anti-bullying policy, refer to the Student Code of Conduct, Appendix A.

### **Attendance**

There is a direct correlation between attendance and student achievement. OHVA full-time students are required to meet a minimum of 920 hours of attendance. The half-day kindergarten program requires 460 attendance hours by the end of the year. Required hours of attendance will be prorated for late enrollees. There should be a strong correlation between attendance logged by the parent and lessons completed by the student.

See the additional grade level attendance requirements, and Attendance FAQ's below. Appendix A also provides information about supplemental attendance hours guidelines.

#### **K-2 Attendance Policy**

At the kindergarten through second grade level teachers will meet with students online through one on one conferences and daily Class Connect to make sure that all students are making appropriate academic growth. This allows OHVA teachers to provide additional support and interventions if necessary. If a student does not attend one on one conferences or required daily Class Connect and participate using a microphone the student can be considered truant. Teachers utilize this time to make sure the online school progress continues to match the student's academic ability level throughout the school year. Teachers will use assessments, progress monitoring, observations, conferences, and class connect exit tickets to determine all students' academic ability levels. It is important that the instruction at home is academically appropriate and matches the student's instructional level. If a student's progress marked on the online school does not match the student's instructional level the student's online school lessons may be reset to place the student appropriately in the online school curriculum. Teachers may also request an additional face to face assessment and/or written work samples in order to place the student appropriately within the online school curriculum and Class Connect.

The online school daily plan should reflect daily activity focusing on completion of the core curriculum including math, phonics and language arts components with a balance of both online and offline time completed during regular school day hours between 8:00 AM and 4:00 PM. Students should complete 5 lessons daily across the curriculum.

If the teacher notices any discrepancies s/he will request written work samples to be submitted on a daily basis by 4:00 PM in order to best support the academic growth of the student. Written work samples will be submitted through e-mail to the student's OHVA teacher and should include the date completed, unit and lesson. For online lessons that do not have written work but instead include the use of manipulatives or online activities the LC may submit pictures of the student completing the assignment along with an activity log and amount of time spent on the lesson. If written work samples are not received by the requested day and time, and do not match up with what is marked complete on the online school, the progress and attendance for the requested

work will be removed from the online school. If attendance is entered and no lessons are entered for a particular subject, the attendance for those lessons will be removed. Attendance can only be entered for completed lessons. Supplemental attendance may only be entered after attendance for core subject areas in math, phonics, and language arts has been completed for the day. School sanctioned face-to-face (F2F) events may be included in attendance.

After the core subjects are completed Learning Coaches can add supplemental time to their attendance hours. Learning Coaches should keep a log of time spent and activity completed for tracking of supplemental time. At the Kindergarten and 1st grade level it is also a time to learn routines, manners, health and safety. In the brick and mortar school a portion of each day is devoted to topics such as health, hygiene, rest, safety, fair play, manners and school routines. At OHVA we want to encourage families to establish daily routines.

We realize that putting healthy habits and positive routines in place takes time. Time spent on these foundational skills counts as attendance. Kindergarten and 1st grade students can log one hour per day under health to cover these important areas. For additional guidance, contact your child's teacher.

### 3-8 Attendance Policy

At the third through eighth grade level teachers will meet with students online in daily Class Connect to deliver direct academic instruction. Teachers will use MAP assessments, formative assessments; writing assignments and Class Connect exit tickets to determine all students' academic progress. It is important that the students attend the daily class connect sessions that have been assigned to them as required.

Required assignments will be monitored and required in the form of:

- Complete all MAP assessments in math and ELA
- Complete all Formative Assessments (4 total during the school year)
- Complete and submit all writing assignments
- Complete and submit all subject specific teacher assignments by the due date.

If there is a discrepancy in the amount of attendance hours in relationship to the mastered/ attempted OLS progress, the teacher will request evidence of course work completed within one week of the request. If the requested work is not submitted, the teacher will remove attendance hours by subtracting the amount of time for unsupported progress based on default lesson times in the OLS using the number of lessons completed to calculate the supported expected attendance hours. Teachers will include time spent in class connect as supported attendance.

Example: There are 25 OLS math lessons completed with a default time of 1 hour each. There should be 25 hours of attendance logged.

\*Supplemental attendance may be entered after attendance for core subject areas of math and language arts courses have been completed for the day. School sanctioned face-to-face (F2F) events may be included in attendance.

### ***Frequently Asked Questions about Attendance***

1. ***When can I log attendance?***

*We request that parents log attendance daily starting with OHVA's first official day of school until the last day of school. (See above calendar)*

2. ***Can my student record attendance?***

*Recording attendance is the adult Learning Coach's responsibility and at no time should students be recording attendance in the school system. Students may help to keep a written record to assist the Learning Coach, but students should not have access to the adult online school account.*

3. ***What constitutes earned attendance hours?***

*Attendance hours are hours spent completing lessons within the K12 online school, studying or practicing previously learned material, preparing for upcoming lessons and assessments, taking assessments, completing homework assignments or projects online or offline, taking part in Class Connects or additional grade level requirements such as state testing. There should be a direct correlation between attendance time and lessons or coursework completed. Attendance hours may also include school F2F events.*

4. ***Do teachers monitor my child's attendance?***

*Both teachers and advisors will monitor and verify your student's attendance. They may perform periodic attendance check-ins or audits to verify that attendance hours entered in the system are valid and correspond to lesson/assignment completion.*

5. ***What are supplemental hours?***

*Ohio Virtual Academy recognizes that families routinely offer many valuable learning activities to their children, in addition to their K12 course work. Students are required to complete their core courses before supplemental hours are permissible. Supplemental course work may be recorded in any subject appearing on the student's OLS attendance screen. Based on the student's grade level, a child may receive attendance credit for up to 12 hours of supplemental course work per week. Physical education attendance may range from 36 hours to 72 hours, which is prorated based on enrollment. Parents should keep a log of supplemental and/or offline hours in addition to recording it in the Online School. Verification of offline work may be requested for students. For specific grade level guidelines, please consult your advisor.*

6. ***Where do I need to log my child's attendance and how often?***

*Learning Coaches should log (record) student attendance hours in the OLS or LMS and*

*should be entered on the day the work was completed. Select the courses for the lesson completed, enter all online time as well as any supplemental/offline time, and click "Submit" to enter the attendance time.*

**7. Why should I log attendance on a daily basis?**

*Ohio law requires attendance for all students between the ages of 6 and 18. OHVA defines student attendance as the time a student has spent logging into classes and completing coursework or working within supplemental resources. This also serves as a formal record of the student's daily academic engagement and accumulated attendance and progress for the school year.*

**8. How much attendance may I log each day?**

*You may log the online and offline work hours, up to 10 hours per day, per state law.*

**9. What should I do if I forgot to log my child's supplemental hours?**

*You may go back and add hours at any time. If you have already entered subject hours for that day, and you click the "Submit" button, your teacher or advisor may need to add the hours for you. Contact your teacher/advisor and s/he will guide you in entering supplemental hours. We recommend Learning Coaches keep a written log or record of supplemental and offline school work time.*

**10. How many hours should my child log if s/he enrolled after the first day of school?**

*Hours are calculated from the student's individual school start date. Contact your teacher or advisor to know the exact hours you need to log.*

**11. Should I record attendance time for orientation?**

*You may record orientation time if this occurred after school has officially begun. A limit of 10 hours in the Welcome to Online Learning course may be logged.*

**12. My student participates in College Credit Plus (CCP). Should I record time spent learning in those college courses?**

*Yes, record the time your student attends college classes and time spent completing college coursework.*

**13. Can more than 920 hours be logged?**

*920 hours is the minimum attendance required by the state. Any hours above 920 are counted toward the current school year only. We recommend that students spend more than the state minimum requirement to ensure academic growth.*

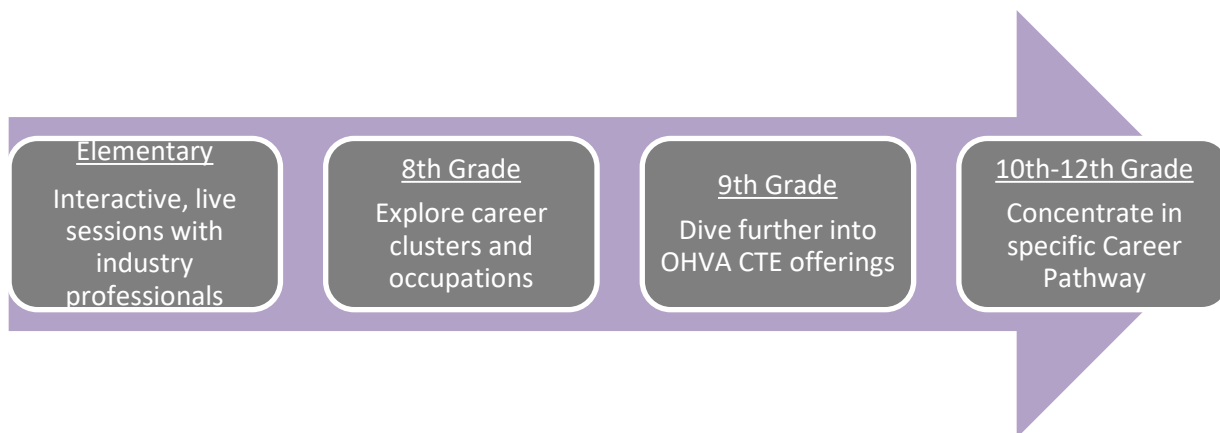
*See the section on **Truancy** for additional attendance information.*

## Career Readiness at Ohio Virtual Academy

Now more than ever, students need to see a connection between what they are learning in the classroom and their future careers. At Ohio Virtual Academy, opportunities are provided for students in grades K-12 to make this connection.

All students have access to career advising and career exploration experiences throughout the year. Career advising helps students understand how their personal interests, strengths and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals. Career exploration experiences take the form of interactive presentations with professionals, job shadowing, field trips, internships, and courses designed to expose students to the different career clusters.

For the 2019-20 school year, OHVA has a four-tiered Career Readiness Model with a range of career exploration and advising opportunities that build on each other throughout their time with OHVA. Elementary students will be virtually connected to professionals in a variety of occupations through interactive live sessions. Middle school students will dive into each of the 16 career clusters and develop professional skills. Freshmen will explore the opportunities that OHVA offers to high school students to define their destiny and make them college or career ready by graduation. High school students can participate in one of our Destinations Career Programs to gain skills in a specific pathway, while participating in student competitions, internships, receive college credit, and earn industry credentials. For more information on the Destinations Career Program at OHVA, reference the High School portion of this handbook.



### Class Connect: Synchronous and Asynchronous Learners

In order to make an intentional impact on student achievement and differentiate to meet individual needs, students will be identified as either Synchronous or Asynchronous Learners.

To begin, all new students will be identified as Synchronous Learners. Synchronous Learners participate in live Class Connect instruction weekly, attending all required live sessions as scheduled. Asynchronous Learners do not typically participate in live Class Connect but can and should access the recordings from live sessions to ensure student instructional needs

are met. This supports timely communication with the teacher, and thorough coverage of the course content.

Teachers will determine the learning path for each student. The criteria below will be required to achieve an asynchronous learning path.

- Maintain expected course progress in all core courses. Complete all required assessments
- Demonstrate mastery of grade level standards

In addition, all students who have scored below Proficient on state assessments at the close of the previous year will also be assigned to the Synchronous Learning Path. Failure to engage in the academic requirements may result in retention. Also, failure to engage in the academic requirements may result in the assignment to a Family Academic Support Liaison which could include home visits.

As we gather academic data specific to each student and communicate with the Learning Coach, students may be allowed an Asynchronous Learning Path.

In partnership with Learning Coaches, these identifications will be established and adjusted throughout the year based on the student's academic data.

#### Appropriate Class Connect Behavior

When an OHVA student logs into Class Connect using their webcam and/or microphone it is similar to them 'walking into class' in their school building. Please remember that through the webcam/and or microphone OHVA staff and other students can see and hear what is going on in your home environment. Students should be wearing clothing appropriate for school attendance when on their webcam. Students should be seated in an appropriate space such as a table or desk when on their webcam. The room where your student attends live Class Connect should be a classroom-like setting free from the distraction of a TV or loud noises including yelling. The language in your home should be classroom appropriate and free from swearing. It is important that your student has a quiet, classroom-like environment conducive to learning, to enable the student to focus on instruction and class participation. If there are concerns related to the above, your student may not have webcam and/or microphone privileges during Class Connect.

#### Crisis Support

In our desire to support students and families during times of family crisis, and/or aid in prevention, OHVA has provided a page on our website (<https://ohva.k12.com/tools-resources/crisis-support.html>) to offer resources for difficult issues such as bullying, suicide prevention, mental health issues, substance abuse, grief and loss, missing children, and temporary food and shelter needs. In addition to resources on the website, OHVA students and parents may access the SaferOH Tip Line to report a bullying concern, potential teen suicide, or any other school safety concern. Call: 1- 844-SaferOH. Students (and/or parents) may contact their school



counselor, advisor, or teacher during a crisis need. Access more information here:

<https://saferschools.ohio.gov/>

### **Student Support Team**

The Ohio Virtual Academy provides a Student Support Team for our OHVA families. Upon your enrollment you may be contacted by a member of the support staff who will facilitate a parent orientation and other welcome activities which will support you in your role as a learning coach (LC). You may be assigned to a Student Support member for the first few weeks of your enrollment with OHVA as you begin schooling. This Support Team member will ensure you know the requirements of our program, how to navigate the various platforms, how to access your child's daily plan, how to log attendance, and how to participate in our electronic classrooms (Blackboard Collaborate). The Support staff member is not a replacement for your teachers or advisor; instead they are an additional support for you as you acclimate to our educational model.

If your student, or you, as the LC, struggles throughout the year with engagement or truancy, your child's teacher or advisor may refer you to our Absence Intervention Team (AIT) so they can provide more intensive support for you. If your student is referred to the AIT, an Absence Intervention Plan (AIP) will be implemented. A referral to the AIT is not punitive; this team is in place to offer support to you to empower you and your student for academic success.

Your AIT staff member will work closely with you to monitor your progress and provide assistance and accountability.

Should your student not complete the requirements of the AIP, the student will face the potential of being withdrawn from OHVA upon reaching 72 consecutive hours of absence. In addition, a complaint may be filed in juvenile court for any student who is truancy withdrawn from OHVA.

\*\*Please see the truancy section for more information regarding habitually truant/excessively absent students.

It is always the Student Support Team's purpose and goal to support your child's academic success.

### **Grade Placement K – 8**

The Ohio Department of Education mandates students have access to grade-level curriculum or above. For practical purposes, students must be prepared to meet the expectations for grade level testing as required by the State of Ohio. Our goal at OHVA is to place students as close to grade level as possible in order to achieve maximum academic progress.

### **Grade Level Promotion/Retention**

Each student shall move forward in a continuous pattern of achievement and growth in harmony with his/her own development. A child will be either promoted to the next grade level or retained

in the current grade level based on content mastery demonstrated during the academic school year. For specific 3rd grade retention and/or promotion, refer to the [3rd Grade Reading Guarantee](#).

Per the Ohio Revised Code 3313.609, a student who has been truant for more than ten percent of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade shall not be promoted to the next grade level, unless the student's principal and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

### K-2 Grade Level Promotion/Retention

K – 2nd grade students are promoted or placed in the next grade level, or retained in the current grade level at the end of the school year based on meeting or not meeting end of year grade level content demonstrated during the academic school year. Teachers meet with students and learning coaches individually throughout the school year to monitor student's academic progress and keep the learning coach informed, placing students within the K12 curriculum and Class Connect ability groups. At the end of the school year a 1:1 conference is scheduled to complete the Spring AIMSweb Benchmarking probes in reading and comprehension, and math. Teachers look at the student's AIMSweb assessment, writing diagnostic, written portfolio submission, Class Connect Exit Tickets, and 1:1 conference results to determine if the student has met the end of year academic goals to be promoted to the next grade level. All placements and retentions are team decisions made by the teacher, grade level lead teacher, principal, parent, and if applicable Instructional Support, Intervention Specialist, and Special Education Manager. For specific 3rd grade retention and/or promotion, refer to the [3rd Grade Reading Guarantee](#).

### Diagnostic Assessments

Students in grades 3 - 8 will take diagnostic assessments in reading and mathematics minimally two times each year. These assessments will be taken virtually by appointment with the assigned teacher. These diagnostic assessments are adaptive and adjust to your child's learning level which means they will increase in difficulty based on prior knowledge to help determine your child's academic path. The assessments will track each student's academic growth and there will be an individual student report sent to each Learning Coach.

### Mid-Year Course Advancements

Course level advancements within the K – 4 K12 curriculum may be made during the school year. There will be no mid-year course advancements available in the 5-8 K12 Curriculum. Course advancements are based on the student's overall academic progress within all courses in the online school and are subject to administrative approval. Portfolio samples and additional assessments will be the basis for administrative decisions to approve in-year promotions. Before mid-year course advancements occur, parents will be informed of the long-range impact on a student's course of study. Teachers will look to see how students performed on the unit and semester assessments before approving the next course. Students can work ahead and advance

a course grade level, but must begin that course work at the start of each respective school year.

Guidelines:

- Lessons are entered at an appropriate pace (1 lesson per day, or more based on a schedule utilizing blocking)
- Assessments are mastered on the first attempt (we know there may be some exceptions, but remediation is expected between assessments)
- Students working to start grade-level courses will be advanced at any time during the second semester.

Pre-ordering courses for summer preview and preparation is not a basis for course advancements and will not be approved.

### **Middle School Students Taking High School Courses**

Middle School students may be considered to take High School level courses for credit in the following areas: Math, English, Science, Social Studies, PE/Health, and Foreign Languages.

Requirements are as follows:

In order to take high school level courses for credit, students must have demonstrated an advanced ability or interest in these areas. Approval will be based on past engagement and mastery of material, including any Pre-Requisite High School level courses. Students may be asked to take an assessment or provide work samples in order to determine content mastery and/or placement suitability. Any students enrolling after the start of the school year must provide documentation to show the above requirements. After the cohort 2 start date, students should have been enrolled in the class at their previous school. Progress reports from previous school will be used to determine placement suitability.

Any student enrolling at semester break will need to show documentation that the student was enrolled in the high school level courses and earned high school credit for the first semester. Final report cards and credits earned from the previous school are required to determine placement suitability. In all cases, final determination will be made by the Middle School Principal. For more details, refer to this topic in the High School section.

### **National Honor Society (NHS) and National Junior Honor Society (NJHS)**

Students can be selected for membership in the OHVA chapter when showing exemplary characteristics of the five nationally-determined criteria of NHS/NJHS: Scholarship, Leadership, Service, Citizenship, and Character.

Participating students will be expected to show continuing excellence in scholarship, leadership, citizenship, character, and service as outlined in the NHS/NJHS bylaws.

### Physical Education

Students in grades K – 5 are required to complete 36 attendance hours of physical education activities per year, up to a maximum of 72 hours per year. Hours are prorated for students who enroll after the first day of school. Physical Education activities eligible for attendance credit are to be structured, organized, and supervised (SOS).

ODE does not mandate a minimum number of Physical Education hours for students in grades 6-8, however, OHVA does recommend a minimum 36 hours be logged for the year, based on the average of one hour per week of enrollment, with the same guidelines in place for K-5, with (SOS) activities and a maximum of 72 hours.

### Progress Reporting K-8

K-8 parents have daily access to information regarding their children's progress through the Online School (OLS) Planning and Progress screen. In addition, Ohio Virtual Academy will provide an electronic progress report (K-5) or grade card (6-8) at the end of the year, including a letter-based indicator of progress in the K<sup>12</sup> Curriculum, such as Mastered, Complete, and Incomplete. Variations in progress reporting, including traditional letter grades may vary by grade grouping (K-2, 3-5, and 6-8.) For high school grading and report card information, refer to the High School section of this handbook.

Individual and group performance results on statewide achievement testing will be distributed to parents in a timely manner.

**The percentages below are used to determine marks on a student's progress report and are based on a student's full-year enrollment.** Teachers will use a prorated percentage for those students who enroll mid- year. The following mastery-based letter grades, used on final progress reports, are indicators of relative course completion:

#### K-2 Progress Report

**M** = Mastered

**C** = Completed sufficient percentage for advancement

**P** = Progressing adequately\*\*

**I** = Incomplete\*\*

The following course completion percentages based on the student's final Online School snapshot have been used to determine progress letter grades:

#### Math and Language Arts

*(based on completed core lessons)*

#### History, Science, Art, and Music

*(based on completed core lessons)*

100% = M

100% = M

90 to 99% = C

90 to 99% = C

89% and below = I or P\*\*\*

30 to 89% = P

\*\*\*Grade "P" is assigned when a student received a new course during the school year or was enrolled mid-year and is progressing adequately. 29% and below = I

*\*History Science, Art and Music courses may not be required based on discussions with the teaching team and the student's academic ability level allowing for a focus on the core subjects of math and language arts.*

*\*\*Reenrolling students will continue working in core courses that s/he is progressing adequately or incomplete for next school year.*

*\*\*Students advancing to the next grade level will automatically receive their next grade level History, Science, Art, and Music courses.*

### **3-5 Progress Report**

**E** = Exceeding expectations (95%-100%)

**M** = Mastering concepts consistently (85%-94%)

**P** = Progressing Towards Mastery (70%- 84%)

**L** = Limited Progress (50%-69%)  
**I** - Insufficient Progress (0%-49%)

Grade Components: Math and ELA

65%- OLS Progress

25% Work Samples

10% Participation

Science, Social Studies, History, Art and Music

100% - OLS Course Progress

### **OHVA Middle School Progress Reports and Grading Structure**

Middle School Courses Grading Structure will include the following:

- Grades will be calculated on a Semester Basis and combined for a Year End Grade.
- Grades will include a combination of online assessments, teacher graded assignments, participation, discussions, formative assessments and other activities as deemed appropriate by OHVA.

- Report cards will be emailed to students/families bi-annually in accordance with the school semester calendar.
- Progress reports are available at any time by request through the homeroom teacher.

### Grading Scale

A	A-	B+	B	B-	C+	C	C-
100-93%	92-90%	89-87%	86-83%	82-80%	79-77%	76-73%	72-70%

D+	D	D-	F
69-67%	66-63%	62-60%	59-0%

### Grading Policy/Procedure

Students' grades will be determined based on how students perform on teacher-graded activities within each course. Teacher-graded activities will include any or all of the following:

- Daily Assignments
  - Live Class Connect sessions
  - Labs, Journal Entries, Projects
  - Threaded Class Discussions
  - Quizzes
  - Tests
  - Exams
- Students are expected to submit assignments on the day indicated in the course Weekly Agenda. Assignment deadlines are meant to keep students on track to finish the course on time and to ensure they are learning to their highest potential.
  - Teacher Late Policies are provided within each teacher's course.
  - If you or your student have concerns about your grade, please contact your teacher directly.

### State Testing

The Ohio Virtual Academy is a community school established under Chapter 3314. of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administration or

the Ohio Department of Education. The Ohio Department of Education has established a plan to assess the academic proficiency of public school students in the state. OHVA students are required to participate in the state diagnostic, Ohio State Assessments according to the parameters and schedule that have been established by the state. State assessments and tests are administered at regional testing sites. Parents must make arrangements for transportation to ensure their child's presence at all required state tests and are expected to help the school comply with OHVA's responsibility to fulfill the state testing requirements.

Per the Ohio Revised Code 3314.26(A), any student who, for two consecutive school years, has failed to participate in the spring administration of any assessment prescribed under section 3301.0710 or 3301.0712 of the Revised Code for the student's grade level and was not excused from the assessment pursuant to division (C)(1) or (3) of section 3301.0711 of the Revised Code, regardless of whether a waiver was granted for the student under division (L)(3) of section 3314.08 of the Revised Code, shall be withdrawn from OHVA and reported to the Ohio Department of Education as required.

State assessments are used to evaluate the school and are reported on the State Report Card. In addition, individual student results are used to support a student's academic needs. More information regarding the state assessments, including an up-to-date test schedule, can be accessed by visiting the Ohio Department of Education web site at: [www.ode.state.oh.us](http://www.ode.state.oh.us) > Testing

### Student Behavior & Code of Conduct

Ohio Virtual Academy expects positive behavior from all students, teachers, staff, and parents/learning coaches. OHVA believes that the school environment should be one that ensures the care, safety, and welfare of all students and staff members. Promoting positive interactions and prevent potential conflict is our priority. **OHVA** follows a Positive Behavior Interventions and Support (PBIS) policy and fosters a culture of accountability, respect, and engagement. Refer to the Student Code of Conduct section in this handbook found on page 45.



**Accountable • Respectful • Engaged**

### **Supplemental Hours**

Refer to the information earlier in the handbook in Attendance, and Appendix A.

### **Ohio's Third Grade Reading Guarantee**

The Third Grade Reading Guarantee states that each third grade student will read on or above grade level before being promoted to the next grade. Third grade students are given a reading diagnostic assessment to determine their reading level. All students scoring "off-track" will be given a required, Reading Improvement and Monitoring Plan outlining their reading instruction. These students will be REQUIRED to work with an assigned reading teacher weekly in class connect sessions. Students who have a Reading Improvement and Monitoring Plan with unexcused absences from required classes will be considered truant. More information on Ohio's Third Grade Reading Guarantee can be found here: [Click Here for Third Grade Reading Guarantee](#)

### **OHVA Truancy Policy**

Ohio law requires school attendance for all students between the ages of 6 and 18. OHVA defines student attendance as the time a student has spent attending classes, completing coursework and assignments, and taking part in additional educational opportunities which provide a new learning experience. Attendance hours must meet the state requirements or a student will be considered truant. OHVA recommends that parents or learning coaches log attendance hours on the OHVA OLS server regularly. Please be advised students who do not attend school for 72 consecutive hours, without a valid excuse, will be considered truant and are required to be withdrawn from the Ohio Virtual Academy.

Re-Entry Policy:

Students withdrawn according to the requirements of House Bill 410 are not eligible for re-entry until two (2) full academic years have passed from the time of the withdrawal from Ohio Virtual Academy.

Ohio Virtual Academy has certain responsibilities under Ohio's Compulsory Educational Laws. The responsibility for compliance with this law belongs to the parents, but the school is obliged to keep an accurate record of attendance. If attendance is logged for a student but there is no evidence of course work or supplemental resources being completed OHVA considers that the student has not "entered into the building" and will assume that the attendance hours that were recorded are not accurate and the hours will be adjusted accordingly.

A student can prove that they have "entered into the building" by working within the curriculum, attending live Class Connect sessions, viewing recordings, or working within supplemental resources. Courses are designed to be interactive and require regular participation. A student's extended periods of absence from school will be evident in the following ways:

- failure to input attendance hours



- failure to log in to courses regularly
- failure to complete assignments
- failure to communicate with teachers and academic advisors and act on their requests
- failure to attend classes or actively participate while logged in
- failure of courses/lack of progress in the curriculum

In order for OHVA to demonstrate that a student is attending school, a student's progress must match the attendance recorded. There must be evidence of learning in order for OHVA to consider the attendance hours valid. If an OHVA teacher or advisor cannot see evidence of learning they will require the learning coach and student to provide detailed information of what was completed during the recorded attendance hours through email.

The Ohio Department of Education requires that OHVA offers at least 920 hours of learning opportunities to its students. Kindergarten students are offered at least 460 hours of learning opportunities. Not only is there a direct correlation between attendance and student achievement, OHVA's operational funding is based on each student's valid documentation of the required 920 hours of attendance for 1<sup>st</sup> – 12<sup>th</sup> grade, while kindergarten requires 460 attendance hours by the end of the year. *Required hours of attendance will be prorated for late enrollees.* Students should complete at least 920 attendance hours (460 attendance hours by ½ day Kindergarten students) by the last day of the school year in order for the school to receive full state funding. K – 5 students must also show completion of at least 90% of the expected percentage of the curriculum by the end of the year in order for achievement to match the attendance requirement.

If the student is going to be absent from school, the academic advisor must be contacted. One week prior to the absence is the general expectation for any foreseen absences (see examples below). If the reason for the absence falls outside of the "reasonable" situations set forth below, the academic advisor will consult with the principal to determine whether or not the absence will be excused. It is the student's responsibility to make arrangements with each teacher regarding missed assignments. It is the preference of the school that students, whenever possible, "work ahead" prior to an absence rather than falling behind and having to "catch up".

The following factors are considered to be "reasonable" excuses for not logging into the online school:

- Personal illness – written physician's statements may be required to verify extended or repeated illness
- Death in the immediate family
- Observation or celebration of a religious holiday
- Other such good cause as determined by the principal

Ohio Virtual Academy courses are available 24 hours per day and 7 days per week. A missed day

of school during the week can be made up on the weekend or completed over the course of several days. In order to avoid truancy and issues with assignment due dates, communicate with teachers and academic advisors regarding any planned vacations or illnesses that may be misinterpreted as truancy. Contact with the academic advisor or teachers concerning absences must be made by the learning coach by phone or email, although students are encouraged to contact the teacher to learn the details of missed assignments. Students may not facilitate the absence notification on their parent's behalf.

In any instance where technical difficulties are a problem with your school-supplied computer or other hardware or software, it is required that the learning coach contact K12 technical support immediately at **1.866.626.6413** so qualified technicians can assist in resolving your problem. A student or parent must request the name of the technician and the ticket number and report them to the academic advisor or teacher within 24 hours. Computer problems are not valid reasons for seeking extended time on assignments or test due dates or as a reason why a student has not been working in his/her assigned courses or attending class connect sessions.

In order to stay on target with assignment due dates, all students are required to seek alternative ways to access the Internet, such as a library or family member's computer. The computer is your classroom and it needs to be available every school day.

An OHVA student will be considered truant (absent without cause) if the parent or learning coach fails to log/record any attendance hours, provide documentation excusing student for missed hours, **or** show any learning is taking place during recorded attendance, at 30 consecutive hours, 38/42 missing hours in one month or 65/72 missing hours per year. A written notification of truancy will be issued when the student meets the above mentioned thresholds. If a student has attendance recorded but no physical proof of learning can be shown upon teacher or other OHVA staff request, the attendance hours will be removed by OHVA. Attendance hours may only be counted for actual learning time. Continued truancy of **72 consecutive missing hours will result in a withdrawal from OHVA** consistent with Ohio law. Prior to withdrawal, a truant student will be referred to the Absence Intervention Team (AIT) The AIT will develop Absence Intervention Plan (AIP) which will incorporate academic and non-academic supports to help the student and remove barriers to regular attendance. As part of OHVA's absence intervention process, OHVA may require student to attend attendance counseling sessions, parents to attend parental involvement educational programs, notification to the Registrar of Motor Vehicles, and possibly filing of Complaint in Juvenile Court.

An OHVA student may also be considered truant for progression if, even in the presence of logged attendance hours, the student is not progressing/participating in his/her courses. Failure to make progress that aligns with logged attendance may result in a finding of progression truancy and referral to the AIT will be made to develop a plan as stated above.

According to Ohio's House Bill (HB) 410 law, the following guidelines define truancy:

<b>Term/Definition</b>	<b>Consecutive Hours</b>	<b>Hours per School Month</b>	<b>Hours per School Year</b>
<b>Habitual Truancy</b>	30 without legitimate excuse	42 without legitimate excuse	72 without legitimate excuse
<b>Excessive Absences</b>	--	38 with or without legitimate excuse	65 with or without legitimate excuse

Parent

Notification

Using the guidelines above for habitual truancy, OHVA will:

1. Assign the student to the AIT within 10 days of the triggering absence.
2. Make three attempts to notify the parent/Learning Coach regarding the truancy concern and provide opportunity for the parent/Learning Coach to develop an AIP (Absence Intervention Plan) plan to remediate the truancy pattern and identify specific barriers and solutions to attendance issues.
3. The AIP plan will be developed within 14 days of the student's assignment to the AIT and a working copy will be provided to the student and Learning Coach.
4. If the student does not make progress on the plan within 61 days or continues to be excessively absent or habitually truant, OHVA will file a complaint in the juvenile court.

OHVA does not permit sudden and excessive submission of attendance hours. Attendance cannot be recorded if the student did not complete any K12 lessons, or other approved educational programs, or attend online Class Connect sessions. Students must be able to show proof of academic progress in order to verify attendance hours.

### **OHVA Special Education Truancy Policy**

While truancy applies to all students, whether a student receives special education services or not, OHVA will take every step to ensure that a student with special needs receives, in addition to other services offered, some or all of the following steps;

1. The IEP team will hold a Manifestation Determination meeting to decide whether the student's disability is contributing to the truant behaviors, and will decide on appropriate action based on that decision.
2. The IEP team is dedicated to making the necessary changes as outlined per the outcome of the meeting that is fair and appropriate to the student, according to their needs.

### **USA Test Prep**

USA Test Prep is used by varied grade levels for instruction and assessment as part of a student's school program. Grades 3 – 5 use this program for weekly assignments and interim assessments.

### **Withdrawal Process**

Parents who decide to withdraw their student from OHVA should notify their advisor. The advisor will contact the parent to ascertain the reason for withdrawal. Parents will be requested to complete the online Parent Withdrawal Form in order for the school to begin the withdrawal process.

The parent must confirm the public, private, or homeschool the student will be attending following withdrawal from OHVA, using the online form. All attendance hours and progress should be recorded in the Online School through the last day of enrollment.

The withdrawal and the reason for it will be immediately transmitted to the OHVA Records department. The OHVA Records department will proceed in accordance with Ohio law. The OHVA records department will process the withdrawal, alert the residential district and send records to the stated school of intent. K12 will send pre-paid shipping labels to return shipments, and the supplied computer hardware and materials must be returned in a timely manner.

Consistent attendance at one school is preferable and more likely to lead to student success. Research shows that multiple transitions between schools contribute to increased academic risk, failure, and a higher incidence of school dropouts. If you are considering withdrawing your student from OHVA, make every effort to reach out to your student's teacher(s), academic advisor, school counselor or principal for academic assistance.

When a student withdraws from OHVA for a reason other than a change of residence and does not enroll in another approved school or program, the Head of School, or designee is obligated to report this fact within 2 weeks following the withdrawal to the Registrar of Motor Vehicles and the Juvenile Court consistent with ORC 3321.13(B). Under the law, the Registrar may take action to suspend the student's driver's license or permit or deny issuance of a license or permit if it has not been issued yet. Such suspension will be in effect until the student turns 18 or until the Head of School or designee informs the Registrar that the student is now attending school.

## **Students with Special Needs**

### **Child Find**

The 1997 Amendments to the Individuals with Disabilities Education Act mandate that every school district in the country develop a system to identify children with disabilities, birth through age 21, residing in the district. OHVA will make a concerted effort to identify, locate, and evaluate children below 22 years of age, who enroll in the school and have a confirmed or suspected disability in accordance with all federal regulations and state standards. In addition, it shall be the policy of the school that the child with a disability and his/her parent/guardian shall be provided with safeguards, as required by law, throughout the identification,

assessment and placement process, and the provision of a free appropriate public education to the child. Any child that you suspect has a disability should be referred to the student's teachers. From there, that staff member will submit a request on Child Find, as outlined via the school's Child Find process.

### **Special Education**

The Ohio Virtual Academy offers a full special education program for students who have been identified with special needs in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA). General education teachers will work with the Intervention Specialist teachers to identify and serve children with disabilities.

Eligibility is based on definitions outlined in Ohio Revised Code 3301-51-01 and is made by a team of professionals as well as the student's parent. Students who are identified with a disability must meet the eligibility criteria set forth in the Operating Standards for Ohio Educational Agencies serving Children with Disabilities. Not all students who learn differently will meet the eligibility criteria for special education services. General education teachers will provide added supports for those students who may not meet eligibility criteria. With the exception of students who are taught using a significantly modified curriculum, OHVA teaches students using a full inclusion model, which means that all special education students receive their instruction alongside their general education peers. Students serviced in special education are expected to meet regularly with their Intervention Specialist and general education teacher.

Students with related services (such as speech or occupational therapy) can be serviced either virtually or face-to-face. A properly licensed therapist will determine if the student's related service goal can be met virtually. Ohio Virtual Academy contracts with properly licensed therapists throughout the state and works closely with parents to set these services up for students who qualify; however, final staffing decisions remain under the discretion of the school.

As a welcomed addition this year, we have hired our own in-house Speech Language Pathologists to service our students, in addition to the contracted professionals.

### **Title I**

As a schoolwide Title I school, Ohio Virtual Academy receives federal funds allowing for supportive remediation services for children. Title I funding may be used in all core areas such as English, language arts, reading, writing, science, mathematics, arts, including music, visual arts, dance and drama, foreign language, government and civics, history, economics and geography). OHVA chooses to prioritize support for students in math and English/language Arts/reading/writing. If you have a question about your child's academic growth in reading or math, please share these concerns with your assigned teacher.

### **English as a Second Language (ESL)/English Learners (EL) English Learner Program**

Ohio Virtual Academy supports students identified as English Learners (EL) by providing language

instruction that supports English language acquisition for academic success. If families have questions about EL services for a student or language support for parents/guardians, please speak with a teacher or administrator.

**Notification of Language Assistance Services:** All parents and guardians of OHVA students may request free language translation services at any time. Parents and guardians may request information about Academy programs and activities in a language they can understand. A **free, professional live interpreter** may be requested at any time by asking a teacher/administrator or by contacting the school directly at **877-648-2512**.

### 504 Plans

In accordance with federal and state guidelines for identifying students with special needs and providing all students with educational support, it is necessary that parents provide the school with all documentation, including any medical history that identifies a diagnosis. The parent/legal guardian is responsible for providing the information to school officials. It is critical that the information is submitted so that attendance and/or academic progress is not impacted due to the student's inability to complete the course requirements due to a medical, physical, or mental condition that has a negative impact on learning and progress. If the student has a medical, physical, or mental condition that is negatively impacting his/her education, parents are **required** to submit documentation of a diagnosis from a qualified licensed physician in order for school officials to determine eligibility that will provide additional support for the student. The notification and documentation must be submitted as soon as possible after a diagnosis has been made or within ten days of the school requesting documentation in order for students to avoid lack of progress in their courses and any truancy issues.

The 504 Plans are monitored and maintained by the 504 Coordinator, and are kept in a secure location available to the students' teachers.

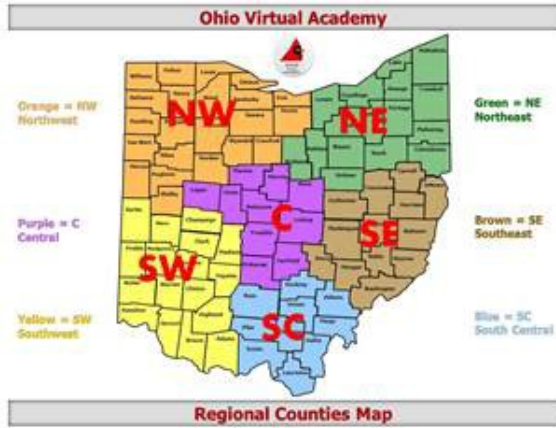
### Diabetes Care Policy

In relation to 504 plans and in accordance with Ohio Revised Code 3313.712 and 3313.713, no later than fourteen days after receipt of an order signed by the treating practitioner of a student with diabetes, the OHVA 504 Coordinator shall inform the student's parent, guardian, or other person having care or charge of the student that the student may be entitled to a 504 plan regarding the student's diabetes. The 504 Coordinator shall use the Information Letter to Parent and the Parent Permission Form for 504 Evaluation recommended by the Ohio Department of Education.

## Activities

### F2F (Face-to-Face) Required Activities

State regulations require that students in eSchools have face-to-face (F2F) contact with school



representatives. OHVA requires that students have four (4) F2F contacts during the school year, ideally one each quarter. These include any in-person activity hosted by OHVA representatives, such as school-wide events, test sessions, meetings, and teacher or Booster- hosted outings. Face-to-face contacts may be between your enrolled child and any OHVA representative. It is the parent’s responsibility to ensure that the required number of face-to-face contacts takes place, and are properly documented online.

For ease of reference, the online calendar divides the state into 6 regions, with a unique color for each region’s activities. It is our expectation that parents or learning coaches remain at the event site for the duration of the activity.

Attendance hours for school events should also be entered in the Online School.

**To locate all F2F OHVA Activities** view the online calendar at [www.localendar.com/public/ohva](http://www.localendar.com/public/ohva).

Make sure to check our online calendar weekly for new additions throughout the school year.

Timing	Grades	Event
Fall	All	<p><b>Meet the Teacher Events:</b> Varied grade level sponsored activities to connect students with their OHVA teachers, typically taking place before or during the start of the school year.</p> <p><b>Back to School Picnics:</b> Get-to-know you park activities, held typically the Friday after Labor Day at parks across the state. Bring a sack lunch, and meet new OHVA friends.</p> <p><b>Literacy Days</b> – Academic events to celebrate reading and writing!</p> <p><b>Math Mania</b> - Academic events to foster math critical thinking</p> <p><b>OHVA at DC</b> – Washington, D.C. trip for students in grade 8 – 12</p>
Winter	All	<p><b>BEE Kind Events include spelling bees</b> for K-8 students, combined with K – 12 Service Projects.</p> <p><b>School Choice Week/Winter Fun Events</b> – Support school choice at fun winter activities.</p>

<b>Spring</b>	All	<p><b>Student Expos</b> – student displays and projects of learning achievements</p> <p><b>Camp - Outdoor School</b> for 5<sup>th</sup>- 8<sup>th</sup> grades, April, scholarships available</p> <p><b>Year – end celebrations and gatherings:</b> Look for recognition events, and casual outings to celebrate a great year.</p>
<b>Semesters 1 &amp; 2</b>	All	<p><b>F2F Outings</b></p> <p>Teachers and OHVA Boosters will host a variety of F2F educational and/or social outings for students. Some outings will target only certain grades, so please read each outing entry carefully to ensure the appropriateness of the outing for your grade level student.</p>

Families incur the expense of the admission charged by the outing venue.

**To report your student's F2F activities** use this survey link: <https://www.surveymonkey.com/r/ohvaf2f>.

**To report your student's supplemental attendance hours** for school events, view this video: <https://www.help.k12.com/s/article/Attendance>.

### Student Clubs

OHVA partners with K12 to offer a variety of interactive online clubs available for students of all grade levels. Club information can be found at <http://www.k12.com/k12-student-clubs/>. OHVA High School Club information may be found at <http://ohvahsa.webs.com/club-directory>. Students should be in good academic standing to participate in clubs.

## Parent & Family Engagement

### Parent & Family Engagement Policy

**Part I: General Expectations:** *(In accordance with Ohio Revised Code ORC 3313.472) Ohio Virtual Academy (OHVA) agrees to implement all of the following statutory requirements contained within the Elementary and Secondary Education Act (ESEA) which are applicable to it:*

- *OHVA will put into operation programs, activities, and procedures for the involvement of parents consistent with section 1118 of the ESEA. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.*
- *Consistent with Section 1118, OHVA will work to ensure that the required parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school parent compact consistent with Section 1118(d) of the*



*ESEA.*

- *In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, OHVA will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of migratory children, and foster care givers, (ORC 313.472 including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.*
  - *If the Local Education Agency (LEA) plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, OHVA will submit any parent comments with the plan when it submits the plan to the State Department of Education.*
  - *OHVA will involve parents of children served in Title I, Part A in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school.*

*OHVA will be governed by the statutory definition of parental involvement as participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –*

- *that parents play an integral role in assisting their child’s learning;*
- *that parents are encouraged to be actively involved in their child’s education at school;*
- *that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 1118 of the ESEA.*

***Part II. Description of how OHVA will implement the required parental and family engagement policy components.***

***Ohio Virtual Academy will take the following actions to involve parents/families in the joint development of its district wide parental involvement plan under Section 1112 and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d) of the Elementary and Secondary Education Act (ESEA):***

- *Involve Parent Advisory Council parents in the plan’s development*
- *Communicate the plan to parents*
- *Consider improvements to the plan on an ongoing basis based on parent feedback*

***Ohio Virtual Academy will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:***

- *Conduct formal surveys regarding parent/student satisfaction with the school’s operations and academic and instructional programs*
- *Parents Mentoring Parents*
- *Ongoing Parent Advisory Council (PAC) meetings for parent feedback on programs and practices*

- *Conduct ongoing communication at each academic level using print and digital communication formats: face-to-face and virtual meetings, newsletters, Annual Report, progress reports, email, and other means available*
- *Request parental input from Parent Advisory Council members and OHVA families*

***Ohio Virtual Academy will provide the following necessary coordination and technical assistance to support and implement effective parental/family engagement activities in order to improve***

***student academic achievement and school performance:***

- *Conduct annual Title I information online meeting in the fall of each academic year (Family Forum)*
- *Message via email to keep parents informed of academic support opportunities*
- *Communicate the importance of parent and family engagement*
- *Conduct parent orientations*
- *Conduct formal surveys regarding parent/student satisfaction with the school's operations, academic, and instructional programs*
- *Review parent/family engagement policies yearly*

***Ohio Virtual Academy will take the following actions to conduct, with the involvement of parents/families, an annual evaluation of the content and effectiveness of this parental/family engagement policy in improving the quality of OHVA. The evaluation will seek to identify barriers to parental involvement. Attention will be given to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are foster care givers, or are of any racial or ethnic minority background. Attention will also be given to the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions. OHVA will use the findings of the evaluation about its family engagement policy and activities to design evidence-based strategies for more effective parental/family engagement and to revise (if necessary and with the involvement of parents) its parental/family engagement policies.***

- *Conduct annual Title I online information meeting*
- *Provide support and information to help students/families succeed*
- *Conduct formal online surveys regarding parent/student satisfaction with the school's operations and academic and instructional programs and the parent/family engagement policies and programs*
- *Provide Parent Involvement information using school communication tools and at various school activities when appropriate*
- *Conduct virtual Family Forums to review program improvements*
  - *Ensure that communication for English Learners (EL) families is appropriate and accessible.*

***The Ohio Virtual Academy will strive to ensure parental involvement and support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities:***

*The Ohio Virtual Academy will provide opportunities for parents to learn about topics such as:*

- *Ohio's Learning Standards*
- *State and local academic assessment, including alternate assessments*
- *The requirements of Part A*
- *How to monitor their child's progress*
- *How to work with educators*

*Ohio Virtual Academy will provide materials and training to help parents work with their children to improve their children's academic achievement by:*

- *Conducting parent workshops, and training sessions for new and returning parents, and providing the OHVA Learning Coach Academy ongoing opportunities for parent growth and development*
- *Promoting parent networking and mentoring through parent-moderated online support forums and other social networking tools*

*The Ohio Virtual Academy will educate its teachers, pupil services personnel, principals, and other staff in how to: 1) reach out to, communicate with and work with parents as equal partners, 2) to recognize the value of parent contributions, and 3) implement parent programs and build ties between parents and school by:*

- *Facilitating a parent advisory group (Parent Advisory Council - PAC)*
- *Providing meaningful, ongoing professional development for all staff. Conducting parent support sessions around pertinent educational/parenting topics for student achievement/development*
- *Promoting K12 Parent Workshops – Learning Coach University sessions*
- *Conducting face-to-face parent training/discussions at events and virtual parent orientations*
- *Promoting parent social networking through online support groups that are moderated by OHVA Learning Coaches*
- *Providing live web conferencing for parent support, instruction, and mentoring.*

## **OHVA Boosters**

### **Booster Mission:**

The OHVA Booster Program fosters parent and family engagement, partnering parent/Learning Coach volunteers with the school to promote leadership, school pride, outreach, and networking to support each family's success in Ohio Virtual Academy.

**The OHVA Booster Program** is a volunteer parent organization dedicated to supporting students, families and staff. Booster parents provide additional opportunities for families to connect, share experiences, and commit to building a better school community. Ohio Virtual Academy Boosters support OHVA families by hosting local F2F activities, promoting school spirit, and mentoring new families. The Booster leaders serve in what used to be the school's PAC,

Parent Advisory Committee.

Boosters provide many services for the school including processing Box Tops, providing a resource for [student photo ID's](#), seasonal help for families through Give a Boost, and ongoing support through the school-supported social media groups for Learning Coaches.

Visit [www.tinyurl.com/BoosterSignUp](http://www.tinyurl.com/BoosterSignUp) to join. If you are interested in hosting OHVA F2F events, refer to this resource: [www.tinyurl.com/boosterF2Finfo](http://www.tinyurl.com/boosterF2Finfo). If you have questions about Boosters contact Susie Ebie at [sebie@k12.com](mailto:sebie@k12.com).

## ***Code of Conduct***

***This code applies to student conduct on school property, on live web conferencing and while in the control or custody of the school, regardless of whether on or off school premises, or at a school- related activity, regardless of location. The types of conduct prohibited by this code are as follows:***

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### **Discipline Code**

As an OHVA student, you are subject to the rules and restrictions implemented by OHVA and the Student Code of Conduct and Acceptable Use Guidelines.

Prior to the start date for each school year in which you are registered, you must read the Student Code of Conduct and Acceptable Use Guidelines and agree to abide by its terms.

This Student Code of Conduct describes the policies and guidelines for proper student behavior and exists to ensure that all OHVA students are aware of and understand their responsibilities when accessing and using OHVA resources.

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

As a student enrolled in OHVA, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines could result in:

- Removal of your access to OHVA instructional computing resources, which could result in your inability to complete learning activities
- Your removal from the course
- Involvement with law enforcement agencies and possible legal action

### **Student Conduct**

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law affecting students. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of

one's ability; and exemplary personal standards of courtesy, decency, and honesty shall be maintained in OHVA.

Students may be subject to discipline for violation of the Code of Conduct/Student Discipline Code even if that conduct occurs on property not owned or controlled by the school but that is connected to activities or incidents that have occurred on property owned or controlled by the school, or conduct that, regardless of where it occurs, is directed at a student, school administrator or employee, or the property of such student, school administrator or employee.

### **Accountability**

- Logging into a live class session with a name other than your own is not permitted.
- Use only your own user name and password, and do not share these with anyone.
- Posting anonymous messages is not permitted unless authorized by the course's online teacher.
- Impersonating another person is also strictly prohibited.
- Do not interfere with other users' ability to access OHVA or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
- Do change your password(s) frequently, at least once per semester or course is encouraged.
- Do not publicly post your personal contact information (address and phone number) or anyone else's.
- Do not publicly post any messages that were privately sent to you.
- Do not download, transmit or post material that is intended for personal gain or profit, non-OHVA commercial activities, non-OHVA product advertising, or political lobbying on an OHVA owned instructional computing resource.
- Do not visit any inappropriate websites or any websites unrelated to school tasks.
- Do not use OHVA instructional computing resources to sell or purchase any illegal items or substances.
- Do not upload or post any software on OHVA instructional computing resources that are not specifically required and approved for your assignments.
- Do not post any MP3 files, compressed video, or other non-instructional files to any OHVA server.

Inappropriate behavior includes:

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

- Using school equipment for purposes other than what it is intended for.
- Please note that this behavior can be addressed whether occurring during typical school hours or after due to the nature of our school day.

School provided computers will come equipped with filtering software to protect students and families from inappropriate content being accessed on them. This software is standard on all newly issued machines and is being remotely installed on equipment already at use in student homes.

### **Use of Tobacco**

The Principal is committed to providing students, staff, and visitors with an indoor tobacco-free environment. The negative health effects of tobacco use for both the users and nonusers, particularly in connection with second hand smoke, are well established. Further, providing an indoor tobacco-free environment is consistent with the role-modeling responsibilities of teachers and staff to our students.

For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, or any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes.

In order to protect students and staff who choose not to use tobacco from an environment noxious to them, OHVA prohibits the possession, consumption, purchase or attempt to purchase and/or use of tobacco products by students on school premises, in vehicles used for school purposes, within any indoor facility owned or leased or contracted for by the school, and used to provide education or library services to children, and at all school-sponsored events. Smoking clove cigarettes or other substances is also prohibited under the same rules.

### **Drug Free Schools**

In accordance with Federal Law, the Ohio Virtual Academy prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school or school-approved vehicles, or at any school-related activity. Drugs include any alcoholic beverage, anabolic steroid, and dangerous controlled substance as defined by State statute or substance that could be considered a "look-a-like" controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the student handbooks, up to and including expulsion from school. When required by State law, OHVA will also notify law enforcement officials. OHVA is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which s/he receives help through programs and services available in their local community. Students and their parents should contact the school Principal or counseling office whenever such help is needed.

### **Harassment Reporting**

If you are being harassed within the school environment (email, Class Connect, school outings, including testing), it is important to report it immediately to your teacher. Harassment

comes in many forms including:

- spam (unsolicited e-mails not pertaining to the course)
- threatening communications
- offensive communications or any other kind of communication that makes you feel uncomfortable

The Ohio Virtual Academy will make reasonable efforts to maintain the confidentiality of the parties involved in a harassment investigation. Confidentiality, however, cannot be guaranteed.

The School administrators reserve the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the OHVA school community or third party alleging the harassment pursues the complaint.

### **Student Internet Safety**

Do not reveal on the internet personal information about yourself or other persons. For example, you:

- Should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of the OHVA.
- Should not agree to meet in person anyone you have met only on the internet and who is not affiliated with the Ohio Virtual Academy.

OHVA provides parents, students and teachers with a yearly internet safety presentation and encourages all to attend. For more information, refer to the OHVA Internet Safety Policy.

### **Network Etiquette**

As an OHVA student, you are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online.

Please abide by these standards:

- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people's privacy. Don't broadcast online discussions, and never reveal other people's email addresses.

### **Use of Copyrighted Materials**

All materials in the courses are copyrighted and provided for use exclusively by enrolled OHVA students. Enrolled students may print or photocopy material from the website for their own use but distribution to others is prohibited unless expressly noted. Unauthorized copying or



distribution may result in revoked access to course(s).

Users shall not upload, download, transmit or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using OHVA computer resources. This includes copyrighted graphics of cartoon characters or other materials that you found that may appear to be non- copyright protected.

### **Academic Integrity**

All work submitted by a student is assumed to have been completed by the student. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied on in the composition of their work. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to course(s), including suspension and possible expulsion for repeated occurrences.

Middle and High School Students failing to abide by these standards could receive a zero for the assignment, the unit, or could fail the course entirely. Failing the course will impact the student's cumulative GPA. The course may not be available for grade replacement. These decisions will be made by the grade level principal.

### **Plagiarism**

Plagiarism is the act of submitting someone else's work as your own original, creative production. If you use another person's writing or original work, you must cite their words using an appropriate manuscript style in the Works Cited page, Endnotes, or in a Bibliography. The exact wording should be in quotation marks or paraphrased in the paper and referenced as such in the paragraph in which it appears. You may not copy and paste directly from the internet without giving appropriate credit to the author. Plagiarism is a serious academic violation. Plagiarism will result in no credit and will also be considered as a disciplinary issue and may result in removal from OHVA.

#### **Definition/Examples of Plagiarism and/or Cheating**

- Passing off someone else's work as your own.
- Taking credit for something that is not your work
- Not citing sources when using direct language from someone else's work—includes website information
- Paraphrasing (not quoting) information without citing a source
- Exchanging class information with other students, such as copying tests or homework
- Putting your name on group work that you did not participate in
- No cutting and pasting (example---MyAccess)
- No writing on hands, cheat sheets, use of study guides during exams, etc

#### **Consequences**

1<sup>st</sup> Offense:

Expected to redo the assignment and parent will be informed. Student will redo assignment and receive a 25% reduction in grade.

**2<sup>nd</sup> Offense:**

Students will redo the assignment with 50% credit. Parent/Guardian will be contacted. In addition to this punishment, student will have to create a PowerPoint based on plagiarism.

**3<sup>rd</sup> Offense:**

The student will receive no credit for assignment (receive a zero).

**4<sup>th</sup> Offense (and beyond):**

Principal will decide on the consequence that the student will receive.

### **Source Citation**

Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook can simply be cited as (Author, Page Number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If you are citing information found on a web site, provide the complete web page or site title, URL, author if known, page number if applicable, and publication date of the site, if available.

### **Monitoring Email, Computer Downloads to OHVA Computers, and other Material**

OHVA reserves the right to review any material transmitted using OHVA instructional computing resources or posted to an OHVA instructional computing resource to determine the appropriateness of such material. OHVA may review this material at any time, with or without notice. Students and parents using OHVA instructional computing resources should have no expectation of privacy regarding all material found or transmitted on these resources. Email transmitted via OHVA instructional computing resources is not private and may be monitored.

### **Student Discipline**

The school's Administration acknowledges that conduct is closely related to learning - an effective instructional program requires an orderly school environment and the effectiveness of the educational program is, in part, reflected in the behavior of students.

The Administration believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions.

The Administration requires each student of this school to adhere to the Student Code of Conduct/Student Discipline Code set forth by the Administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

1. conform to reasonable standards of socially-acceptable behavior;
2. respect the person and property of others;

3. preserve the degree of order necessary to the educational program in which they are engaged;
4. respect the rights of others;
5. obey constituted authority and respond to those who hold that authority.

The Student Code of Conduct/Student Discipline Code designates sanctions for the infractions of rules, excluding corporal punishment\*, which shall:

- relate in kind and degree to the infraction;
- help the student learn to take responsibility for his/her actions;
- be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

**\*Per the Ohio Revised Code 3319.41**, no employee of OHVA will administer corporal punishment to a student enrolled at Ohio Virtual Academy. Students may be prohibited by authorized school personnel from participating in all or part of co-curricular and/or extra-curricular activities without further notice, hearing or appeal rights.

#### **Due Process Rights**

A student cannot be suspended or expelled and thereby deprived of a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures, and a fair hearing. The student and his or her parents or guardians have the responsibility to follow the procedures set forth herein in a respectful and timely fashion.

A student who is accused of misbehavior or a breach of this Code of Student Conduct will be presented to the Head of School or his/her designee by the person having knowledge of the violation or potential violation of the Code of Conduct.

**Written Referral:** Violations shall be presented in written form and should be specific, indicating the breach of the Code of Student Conduct for which the referral is being issued.

**Student Notification:** The student will be placed on notice of the violation by the Head of School or designee and afforded an opportunity to explain.

**Initial Conference:** An initial conference (in person or by teleconference or other appropriate communications technology) shall be conducted by the Head of School or designee at each level of discipline.

**Charges and Evidence:** The Head of School or designee shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.

**Parental Assistance:** A good faith effort shall be made by the Head of School or designee to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct.

**Parental Notification:**

**By Telephone or Electronic Messaging:** The Head of School or designee shall make a good faith effort to notify the parent by telephone or electronic messaging of the student's misconduct and the proposed disciplinary action.

**By Written Notice:** Regardless of whether there has been communication with the student's parent by telephone, the Head of School or designee shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parent describing the disciplinary action imposed and the reasons for taking such action.

**SUSPENSION, EXPULSION, AND PERMANENT EXCLUSION OF STUDENTS****Violations Leading to Suspension**

"Suspension" shall be the temporary exclusion of a student for a period not to exceed ten (10) school days. Suspension may extend beyond the current school year, if at the time a suspension is imposed; fewer than ten (10) days remain in the school year. Violations which may lead to Suspension include:

**Abusive Language or Conduct**

Abusive conduct is when a student uses or engages in abusive, profane, obscene, or vulgar language or conduct in the presence of another person, whether in person or electronically.

**Disruptive Behavior (including Use of Tobacco) and/or minor infractions:** A student who engages in unacceptable behavior or conduct that is disruptive to the educational process, but is not considered a serious breach of conduct, or who violates school rules and policies determined by the Head of School to be minor in nature, is guilty of unacceptable conduct.

**Unauthorized Access**

A student who enters part of the school website that has been denied to them by administrators will be in violation of the school's Technology Use Policy.

**Indecent Exposure or Conduct**

A student, who exposes or exhibits his or her sexual organs in the presence of others, either in person or on-line, is guilty of a serious breach of conduct that may also be reported to the proper law enforcement agency.

**Burglary**

A student who enters or remains in a building or property owned or maintained by the school with the intent to commit theft, vandalism, or some other criminal offense therein, is guilty of burglary unless the premises are at the time open to the public or the student is legally authorized to enter or remain. However, the fact that the premises may be open to the public or that the student may be authorized to enter or remain will not excuse any other offense, violation, or other breach of conduct committed by that student while therein. Burglary is a serious breach of conduct that may

also be reported to the proper law enforcement agency.

**Abusive language or conduct directed at a school employee or trustee**

A student who uses or engages in abusive, profane, obscene, or vulgar language or conduct directed at a school employee or trustee is guilty of a serious breach of conduct.

**False Information**

A student who knowingly and intentionally reports or gives false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school, is guilty of a serious breach of conduct.

**Interference with the education process (including Harassment (of any type) and Bullying, including cyber-bullying)**

A student who is guilty of willful disobedience, open defiance of the authority of the administration or any member of the school staff, violence against persons or property, or any other act that substantially disrupts the orderly conduct of the school is guilty of a serious breach of conduct.

**Vandalism**

A student who intentionally destroys, damages, or defaces records or property (whether physical or electronic) owned by or in the possession of the Board or other members of the district staff is guilty of a serious breach of conduct.

**Theft**

A student who takes from another person money or other property (whether physical or electronic) belonging to the other person with the intent to permanently deprive the victim of such property is guilty of a serious breach of conduct that may also be reported to the proper law enforcement agency.

**Harassment**

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity;
- Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
- Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working,

and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

1. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
2. Physical assault
3. Threats or insinuations that a person's academic grade, promotion, classroom work or assignments, academic status, participation in school-related activities may be adversely affected by not submitting to sexual advances.
4. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
5. Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the work or educational environment, which may embarrass or offend individuals.
6. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
7. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
8. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
9. Consensual sexual relationships where such relationship leads to favoritism of a student with whom the teacher or superior is sexually involved and where such favoritism adversely affects other students.
10. Not all behavior with sexual connotations constitutes unlawful sexual harassment. Conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects an individual's education, or such that it creates a hostile or abusive educational environment.

#### **Race/Color Harassment**

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is

based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

### **National Origin Harassment**

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

### **Disability Harassment**

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

### **Bullying**

Bullying is understood as a person willfully and repeatedly exercising power or control over another with hostile or malicious intent (i.e., repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group). Bullying can be physical, verbal, and/or psychological.

#### **Definition: bullying, harassment or intimidation**

Any intentional written, verbal, graphic or physical act that a student or group of students exhibited toward another particular student more than once and the behavior both:

- causes mental or physical harm to the other student; and
- is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.

The term "bullying" is used throughout this handbook to convey all instances of harassment, intimidation and bullying as defined by Ohio Revised Code (ORC) 3313.666 (B)(3). This definition also appears in the State Board of Education's Anti-Harassment, Anti-Intimidation or Anti-Bullying Model Policy, section 3.1 which has been implemented by OHVA.

1. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal

belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.

2. Verbal – taunting, making fun of, malicious teasing, insulting, name calling, making threats.
3. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
4. Cyberbullying - repetitive, hostile behavior with the intent to harm others through the use of information and communication technologies such as Web sites, instant messages, camera phones or iPods.

### **Anti-Bullying Policy: Prohibition against Harassment, Intimidation, and Bullying**

Students who have been determined to have engaged in prohibited behaviors are subject to disciplinary action, which may include suspension or expulsion from school. OHVA’s commitment to addressing such prohibited behaviors, however, involves a multifaceted approach, which includes education and the promotion of a school atmosphere in which harassment, intimidation or bullying will not be tolerated by students, faculty or school personnel.

Harassment, intimidation or bullying means any of the following:

1. Any intentional written, verbal, graphic, or physical act that a student or group of students exhibited toward another particular student more than once and the behavior both causes mental or physical harm to the other student **and** is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.
2. Violence within a dating relationship.
3. Any act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device (“cyberbullying”) and the behavior causes mental or physical harm to the other student/school personnel **and** is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student/school personnel.

In evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.

The prohibition of harassment, intimidation, bullying (including cyberbullying) extends to all school- sponsored activities which means any activity provided as part of the online curriculum and related resources, as well as any activity conducted on or off school-property that is sponsored, recognized, or authorized by the OHVA Board of Trustees or the OHVA administration.



### **Complaint Procedures for Harassment**

The following procedures shall be used for reporting, investigating, and resolving complaints of harassment, intimidation and/or bullying (including cyberbullying).

Grade principals, assistant principals, and the Head of School have the responsibility for conducting investigations concerning claims of harassment, intimidation and/or bullying. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Any student, OHVA employee, K12 employee or third party who has knowledge of conduct in violation of this policy or feels they have been a victim of behavior in violation of this policy **shall** immediately report his/her concerns.

Teachers and other school staff who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the appropriate principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected harassment, intimidation, and bullying shall promptly notify the appropriate principal and/or his/her designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the appropriate principal or his/her designee. If the report is an informal complaint by a student that is received by a teacher or other professional employee, s/he shall prepare a written report of the informal complaint which shall be promptly forwarded (no later than the next school day) to the appropriate principal or his/her designee.

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation, and bullying and help eliminate such prohibited behaviors through class connect discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student even if such conduct does not meet the formal definition of "harassment, intimidation, or bullying."

All complaints will be promptly investigated in accordance with the following procedures:

**Step One:** Any complaints, allegations, or rumors of harassment, intimidation and/or bullying shall be presented to the appropriate principal or assistant principal or the Head of School. Students may also report their concerns to teachers or counselors who will be responsible for notifying the appropriate administrator. Complaints against a principal shall be filed directly with the Head of School. Complaints against the Head of School shall be filed with the Board President. Information may be initially presented anonymously. All such information will be reduced to writing and should include the specific nature of the offense (e.g., the person(s) involved, number of times and places of the alleged conduct, the target of the suspected harassment, intimidation and/or bullying, and the names of any potential witnesses). If the person filing the formal complaint is an adult, s/he must sign the charge affirming its veracity. If the person filing the formal complaint is a minor, s/he may either sign the charge or verbally affirm its veracity before two (2) administrators.

Step Two: The administrator/Board President receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The administrator/Board President will arrange such meetings as may be necessary with all concerned parties within five (5) work days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The administrator/Board President conducting the investigation shall notify

the complainant and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined. A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Head of School.

Step Three: If the complainant is not satisfied with the decision at Step Two, s/he may submit a written appeal to the Head of School or designee. Such appeal must be filed within ten (10) work days after receipt of the Step Two decision. The Head of School or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to review and discuss the appeal. The Head of School or designee shall provide a written decision to the complainant's appeal within ten (10) work days of the appeal being filed.

Documentation related to the incident, other than any discipline imposed or remedial action taken, will be maintained in a file separate from the student's education records or the employee's personnel file.

**Anonymous Complaints:** Students making a complaint may request that their name be maintained in confidence by the school staff members or administrators who receive the complaint. The anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint and is consistent with the due process rights of the students alleged to have committed acts of harassment, intimidation and/or bullying.

**Publication Requirements:** This policy shall be publicized in student handbooks, parent handbooks and in other school publications that set forth comprehensive rules, procedures and standards of conduct for students. Information regarding the policy shall be incorporated into employee training materials. The following statement shall be included:

**Harassment, intimidation, or bullying behavior by any student of OHVA is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Harassment, intimidation, or bullying" in accordance with Ohio Revised Code 3313.666 means any intentional written, verbal, graphic or physical act including electronically transmitted acts via the Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device, either overt or covert, by a student or group of students toward other**

students, including violence within a dating relationship, with the intent to harass, intimidate, injure, threaten, ridicule, or humiliate. Such behaviors are prohibited at a school- sponsored activity which means any activity provided as part of the online curriculum and related resources, as well as any activity conducted on or off school- property that is sponsored, recognized, or authorized by the OHVA Board of Trustees or the OHVA administration, that a reasonable person under the circumstances should know will have the effect of:

**A. Causing mental or physical harm to the other students including placing an individual in reasonable fear of physical harm and/or damaging of students' personal property; and,**

**B. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other students.**

### **Retaliation/False Charges**

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry related to a complaint of harassment, intimidation and/or bullying is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as harassment, intimidation and/or bullying.

### **Remedial Actions**

Verified acts of harassment, intimidation, or bullying shall result in an intervention by the appropriate principal or his/her designee that is intended to provide that the prohibition against harassment, intimidation, or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.

Harassment, intimidation, and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, and bullying. While conduct that rises to the level of "harassment, intimidation, or bullying," as defined above will generally warrant disciplinary action against the perpetrator of such prohibited behaviors whether or to what extent to impose disciplinary action (restrictions on computer access, suspension, expulsion) is a matter for the professional discretion of the appropriate principal and administrators. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action. Suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation. Expulsion may be imposed in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation, or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying

and direct intervention when such prohibited acts are verified, school personnel may take other action deemed appropriate to ameliorate any potential problem with harassment, intimidation or bullying in school or at school-sponsored activities. Strategies should also be implemented to protect the victim of alleged harassment, intimidation, and/or bullying from additional harassment, intimidation and/or bullying and from retaliation following a report. Such strategies may include more supervision or monitoring of the students involved, maintaining contact with parents or guardians of involved students, checking with the victim regularly to verify no further incidents.

**Training:** Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, or bullying, including dating violence prevention education in grades 7-12, and their rights and responsibilities under this and other OHVA policies, procedures, and rules, at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other OHVA rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer, and school handbooks.

Information regarding the policy on harassment, intimidation, and bullying behaviors shall be incorporated into training materials used with employees. The in-service education provided to middle and high school employees shall include training in the prevention of dating violence. Time spent by school employees in the training, workshops, or courses shall apply toward any State or District-mandated continuing education requirements.

**Police and Child Protective Services:** Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services (CPS), according to the prescribed timelines. The School District shall also investigate for the purpose of determining whether there has been a violation of school policy, even if law enforcement or CPS officials are also investigating. All School District personnel shall cooperate with investigations by outside agencies.

**Other Actions:** In addition to, or instead of, filing a harassment, intimidation, or bullying complaint through this policy, a complainant may choose to exercise other options allowed under applicable law. Any school employee, administrator or student who reports an incident of harassment, intimidation or bullying promptly in good faith and in compliance with the procedures specified in this policy should be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

**Semiannual Summary:** The Head of School shall provide the OHVA Board with a written summary of all reported incidents and post the summary on the OHVA website to the extent permitted by law.

### **Violations Leading to Expulsion**

Any combination of the above offenses as well as the following violations will lead to expulsion, following the due process procedures noted above.

**Weapons:** A student who displays or is in possession of an object normally considered a weapon (other than a firearm), such as a knife or club, while attending a school-sponsored activity is guilty of a serious breach of conduct.

**Firearms:** A firearm is any weapon (including a starter gun, pellet gun, B-B gun, air rifle, or air pistol) that will, or is designed to, or may readily be converted to expel a projectile by the actions of an explosive or compressed or forced air. It is the expressed policy of the Board, with the exception of law enforcement officers, no person shall have in his or her possession any firearm of any nature, including a firearm used for recreational activities, while on school property, at a school-sponsored activity, or on other property owned or maintained by the school.

### **Violations Leading to Permanent Exclusion of Regular Education (non-disabled) Students**

In accordance with the law, the Head of School may seek to permanently exclude a student, sixteen (16) years of age or older, who has been convicted of or adjudicated delinquent for the reason of the following offenses:

1. carrying a concealed weapon or conveying or possessing a deadly weapon or dangerous ordinance on property owned or controlled by the school or at a school- related activity
2. possessing, selling, or offering to sell controlled substances on property owned or controlled by the school or at a school-related activity
3. complicity to commit any of the above offenses, regardless of where the complicity occurred

In accordance with law, any student, sixteen (16) years of age or older, who has been convicted or adjudicated delinquent for committing the following offenses may be subject to permanent exclusion:

- A. rape, gross sexual imposition or felonious sexual penetration
- B. murder, manslaughter, felonious or aggravated assault
- C. complicity to commit offenses described in paragraphs A and B, regardless of where the complicity took place.

The above statement of policy on permanent exclusion is posted at a central location at the school headquarters and placed in the Student/School handbook.

### **Prohibition from Extra-Curricular Activities**

Participation in school-sponsored extra-curricular activities is a privilege and not a right. Therefore, the Head of School authorizes the principal and assistant principals and other authorized personnel

supervising a student activity program, to prohibit a student from participating in any particular or all extra-curricular activities of the school for offenses or violations of the Student Code of Conduct/Student Discipline Code for a period not to exceed the remainder of the school year in which the offense or violation of the Student Code of Conduct/Student Discipline Code took place.

Students prohibited from participation in all or part of any extra-curricular activity are not entitled to further notice, hearing, or appeal rights.

### **School Sponsored Publications and Productions**

The School may sponsor student publications and productions as means by which students can learn, under adult direction, the skills required for such activities, as well as the rights and responsibilities of public expression in a free society.

For purposes of this policy, "publications" shall include any audio, visual, or written materials such as tapes, banners, films, pamphlets, notices, newspapers, books, or other like materials. "Productions" shall include theatrical performances as well as speeches, skits, and impromptu dramatic presentations.

In sponsoring a student publication or production, the Administration is mindful of the fact that it may be heard, viewed, or received by students of varying ages and maturities, and must accordingly be suitable for those students who are likely to be exposed to such publication or production, either directly or indirectly.

Opposing points of view on topics of general interest may be presented in a responsible manner, which will ordinarily require that equal opportunity for expression is given to each viewpoint. As with all publications and productions, expressions of opinion must be made in a manner which does not violate prevailing community standards.

The Administration reserves the right to exercise editorial control over school-sponsored publications or productions, or to prohibit such publications or productions in their entirety if deemed necessary.

# Ohio Virtual Academy High School



Dear Parents and Students,

Thank you for selecting Ohio Virtual Academy as your high school of choice. Our OHVA Board of directors recently adopted this as our school's purpose statement:

**Our Approach:** Student-centric, Innovative

**Our People:** Passionate, Engaged

**Our Students:** Inspired, Empowered, Educated

Our goals are to ensure that our students are learning at all times and to ensure high academic achievement in preparation for the demands students will face in life once they graduate from high school. Our promise to you is to provide a superior education using the latest technology in order to deliver a world-class curriculum and superior instruction. OHVA teachers are experienced, passionate educators who are fully licensed by the State of Ohio in each of their subject assignments. Our school counselors, academic advisors, and teachers are committed to supporting students using a variety of effective online instructional strategies. We strive to build partnerships with our students and their learning coaches so that students can set and achieve their goals.

At OHVA we pride ourselves on being both parent and student friendly. Our goals include maintaining a high level of student achievement, providing outstanding student support, and facilitating the successful transition to further education at the post-secondary level or to job and career. Our modes of communication are always open to student and parent/learning coach dialogue as well as suggestions for improvement. Together, as partners in education, we can pave the way for many years of student satisfaction, pride, and academic success.

On behalf of all of us at Ohio Virtual Academy High School, best wishes for a successful and achievement-rich school year.

Sincerely,

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## Instructional Model

The high school instructional model will rely on:

- rigorous academic standards and expectations
- highly qualified educators providing synchronous and asynchronous instructional support
- student-to-student and student-to-teacher interaction using a variety of learning technologies
- traditional grading scale and grade reporting, class rank, cumulative GPA, and formal transcripts
- opportunities for student leadership and participation in school-sponsored activities, both virtually and face-to-face
- post-secondary preparation, career planning, exploration, and support

In this education model, teaching and learning include the accessibility of teachers during normal school hours via communication tools (email) in the MyInfo portal, telephone, potential for instant messaging, and Class Connect live sessions (via the Blackboard web conference site) involving individual students, and small or large group instruction. In addition, students participate in online threaded academic discussions and class postings.

Students participate in school on a daily basis for an average of 7-8 hours. Students will be assessed frequently to determine achievement in their scheduled courses. Satisfactory performance is based on student participation in online discussions and online threaded discussions, submitted writings, projects, portfolios, quizzes, additional supporting assignments, unit tests, and final exams. Students and parents can view grades, student progress, and the amount of time the student spends in each class at any time on the D2L, online platform.

## Destinations Career Program at Ohio Virtual Academy

Ohio Virtual Academy's Destinations Career Program teaches career skills students need to be successful after high school. In addition to core courses required for graduation, students' electives allow them to explore different career fields and gain skills that can help them be successful in the workplace and in college. Whether students intend to go to college, are working in their career field now, or plan to start their career right out of high school, the occupational programs offered can combine passion and interests with the skills needed to compete for jobs in high-demand fields.

- For the 19-20 School year, OHVA's Destinations Career Program offers five programs through Career Technical Education in two career clusters:

- **Information Technology Career Cluster**
  - Interactive Media Program
  - Programming and Software Development Program
  - Network Systems Program
- **Business Career Cluster**
  - Marketing Program
  - Business and Administrative Services Program
- **Benefits of being a Destination Student**
  - **Work place learning:** Internship opportunities are available to our students starting their junior year of high school. Most students either intern the summer before their senior year or during their senior year.
  - Membership in **Business Professionals of America:** *a student organization with a chapter at Ohio Virtual Academy. This is a place for our Destinations students to learn more about their fields and interact on a state and national level. Visit the [BPA Website](#) for more information.*
  - **College credit opportunities:** Students have the possibility of transferring technical credits to Ohio's public colleges and universities after successfully completing their program at Ohio Virtual Academy. This transfer takes place with something called a CTAG. CTAG stands for Career Technical Assurance Guide, and it is the ticket to earning college credit by successfully taking an approved CTE program in high school at OHVA.
    - **CTAG Possibilities at OHVA**
      - Creating and Editing Digital Graphics from Interactive Media Program
      - Network Security from Network Systems Program
      - Object-Oriented Programming from Programming Program
      - Strategic Entrepreneurship from Business, and Marketing Programs
  - **Industry credentials** can be earned by taking following exams:
    - CompTIA A+, CompTIA Network +, CompTIA Security + for *Network Systems Program*
    - Certified Associate, Java SE 8 Programmer for *Programming and Software Development Program*
    - Adobe Certified Expert Dreamweaver CS6, Adobe Certified Expert Photoshop CS6 and Adobe Certified Expert Illustrator CS6
    - Adobe Certified Expert InDesign CS6 for *Interactive Media Program*
    - RISE Up Retail Industry Fundamentals, Entrepreneurship and Small Business Certification for both Business Pathways
    - In addition to the program courses, students have the option of taking one or all of the following courses to prepare them for industry credentialing exams at the end of senior year: Microsoft Credentials in Word, Excel, PowerPoint, Access

Form more information on our Destinations Career Program, go to our [Destinations Career Program web site](#), or contact your counselor.

## Career Center Guidelines for Students Participating in External CTE Programs

- If OHVA does not offer a CTE program in which a student is interested, an additional option is to pursue CTE through an external Career Center while still being enrolled at OHVA. It is imperative that students work closely with their counselors both at OHVA and the Career Center to ensure they are meeting all graduation requirements.
- Students must follow all rules and guidelines required by the Career Tech Center and by Ohio Virtual Academy. All paperwork required for admission to a CTC is the responsibility of the student. Students must provide ample time for counselors and administrators to sign necessary paperwork (like attendance forms) for CTC programs. This is not the responsibility of OHVA.
- Eligibility requirements:
  - Students must have a 60% minimum passing score at OHVA. OHVA will abide by that when it comes to determining the issuance of credit.
  - Students may participate in CTC programs if they have not passed one or more sections of the Ohio State Tests. However, in order to remain in the CTC program, students must fully participate in and complete test preparation assignments.
  - If student is failing one or more course at their CTC or at OHVA, they may be required to attend OHVA full time to ensure graduation status.
- The CTC creates its own process for selection/admission. Ohio Virtual Academy will support recommendations a CTC makes for admission to their specific program(s).
- If a student is suspended or expelled from the CTC, OHVA administration will review the terms of the suspension/expulsion and make a decision. Students may be suspended or expelled from OHVA, as well, based on the findings.

### Class Connect Policy

It is the belief of The Ohio Virtual Academy that attendance at “live”, synchronous class sessions called “Class Connects” are critical in strengthening the understandings that students gain in independent study. 21st Century Skills such as collaboration, clear communication (both written and verbal), and critical thinking are all necessary for the workforce and higher education and therefore are a focus in these sessions. The following are our expectations for Class Connect sessions:

- All students are expected to attend synchronous Class Connect sessions at the beginning of each semester until student success can be established.
- Teachers may request participation from any student at any time if deemed critical to student success.
- Class Connect sessions will be held Monday- Friday. Course frequency will vary among grade levels and courses.
- Times not indicated as Class Connect times are for students to work independently.
- Class Connect sessions will be tailored to students’ and the whole class’s specific needs. Please watch for indications of Required (REQ) and Optional (OPT) in session invites.
- Class Connect Participation may be part of students’ grades. Please check individual teacher policies.
- Recordings will be made available for students who missed class. If you are unable to view the recording within one day, please contact your teacher.

- In the case of conflicting class times, it is the student's responsibility to let both teachers know about the conflict, so that a resolution can be determined. OHVA suggests that students attend the class in which they need the most help.
- Students are expected to do any teacher requested pre-work before attending class such as reading lessons or viewing related material.
- Students not attending required Class Connect sessions and not earning a passing grade in a course may be considered truant for non-attendance. All attendance policies apply.

### **Course Materials**

Students will be provided with materials to use in specific high school courses; however, the majority of coursework will be accessed on-line through the Learning Management System (LMS) and via the student's teachers. Students will be expected to return some items at the end of the year (except for any optional materials students purchase).

### **Graduation Equivalency Degree (GED)**

For questions regarding the GED process please contact your school counselor as the first step. GED eligibility is subject to the state requirements and can be viewed on the Ohio Department of Education's website at <http://education.ohio.gov/Topics/Testing/Ohio-Options-for-Adult-Diploma/GED>.

### **Course Communication and Feedback**

Teachers will provide specific and quality feedback on students assignments and work on a weekly basis. Teachers and staff will provide weekly course communication on class connect, announcements and lessons.

## **GRADING POLICY & PROCEDURE**

Students' grades will be determined based on how students perform on teacher-graded activities within each course. Teacher-graded activities will include any or all of the following:

- ✓ Daily Assignments
  - ✓ Live Class Connect sessions
  - ✓ Labs, Journal Entries, Projects
  - ✓ Threaded Class Discussions
  - ✓ Quizzes
  - ✓ Tests
  - ✓ Exams
- Grade Point Average and Credits will be calculated at the end of each semester. Courses are one semester long and worth .5 credits.
  - Credit Recovery courses are designed to be completed in 8-9 weeks. Failure to complete courses in this time frame may result in removal from the Credit Recovery program or the inability to recover credits.
  - Students are expected to submit assignments on the day indicated in the class

plan. Failure to complete an assignment on the due date could result in an overdue notice.

- Assignment deadlines are meant to keep students on track to finish the course on time and to ensure they are learning to their highest potential.
- “0’s” are seen as a temporary grade until you make arrangements with your teachers to master the content and regain credit. The removal of zeroes is at the discretion of the teacher.
- Teacher Late Policies are provided within each teacher’s course..
- Teachers will make every attempt to return graded assignments in 3 work days. Longer assignments may take up to one week in order to provide thorough feedback.
- Extra credit is to be no more than 5% of the semester grade.

The Honor Roll is based on Semester Averages:

- 3.5-3.74 Honors
- 3.75-4.0 High Honors
- Honor Roll Lists will be posted after 1st and 2nd Semesters on the OHVA website.

If you have concerns about your grade, please contact your teacher directly.

Medical Incompletes are to be approved by your grade-level principal at least 2 weeks prior to the end of the semester.

### Grading Scale and GPA Points

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90%	89-87%	86-83%	82-80%	79-77%	76-73%	72-70%	69-67%	66-63%	62-60%	59-0%
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0

### Weighted/Non-Weighted Courses

Weighted courses will be given an additional one quality point added to each letter grade:

- AP Courses are weighted
- College Credit Plus courses are weighted(see CCP handbook section for specific course guidelines)
- Honors Courses are NOT weighted

### Course Selection and Scheduling

Students will be asked for input concerning course selection each year. The courses scheduled for the student will be determined by the following criteria: availability of the course; previous courses completed; courses needed to meet Ohio graduation requirements and OHVA requirements. Guidance counselors will advise students on the best path to reach graduation.

### **Course Changes**

Once a course is assigned and classes have begun, course change requests must be communicated to and supported by the student's school counselor during the first 2 weeks of the student's enrollment in the course. Course additions will be made based on availability of the course and on review of credits by the student's School counselor. Students may not simply cease working in a course and assume that he/she is no longer enrolled or accountable for progress and attendance in that course. Incomplete course work will receive an F on the grade card, resulting in a drop in the student's overall quarterly and cumulative GPA. Consideration may be given to modifying the course level assignment at the conclusion of a semester if it recommended by the current teacher, and approved by the receiving teacher and/or counselor (example: Comprehensive to Honors).

### **Course Credit**

High school graduation is based on the accumulation of high school credits. In order for students to move up from one course level to the next in courses where there are pre-requisite skills, full course credit must be earned in the prior level course. Grade-level promotions take place once a year except by permission of the Principal (see section entitled *Grade Promotion/Class Placement*). Actual percentages earned rather than letter grades are used to calculate final grades. Grades for each semester are recorded as letter grades.

### **Course Failure and Repeat Credit**

Students are permitted to retake failed courses. Failed courses will be recorded as an "F" on the student's transcript, and a zero will be computed as the quality point for the course in determining the GPA. Courses required for graduation must be retaken until they are passed. The lower (failing) grade will be removed and replaced by the passing letter grade on the student's transcript. The (failing) grade may only be replaced by retaking and passing the same exact course that was previously failed. Credit Recovery courses do not replace previously failed courses on the transcript but will appear as an additional course.

### **Course Audit**

Students in high school can audit courses which they have already passed. Administrative approval is mandatory. Students are required to attend any class connect session that is labeled as "required" and complete participation in all teacher assigned course work is required to maintain audit status.

\*No Grade will be given for the course audit

\*No Credit will be given for the course audit

\*The course will not appear on official transcripts

Failure to comply with the classroom procedures and requirements will result in removal from the course. Students may only participate in a course audit if they are in good standing academically.

OHVA administration will have the final approval on all course audits.

### **Credit Recovery**

The goal of Credit Recovery is to give high school students the opportunity to graduate in a timely manner. This program has policies and procedures that allow students who have failed core courses (courses required for graduation) an opportunity to take a previously failed course at an accelerated pace. OHVA students may participate in Credit Recovery by adhering to the

guidelines outlined below.

Any student failing one or more core courses in grades 9-12 may be placed in the Credit Recovery program. Credit Recovery coursework/assessments are modified and constructed to be completed in an 8-9 week time frame.

The courses in Credit Recovery are not intended to aid in early graduation. The courses are designed to help students who have fallen behind, get back on track with their graduating class.

Placement and use of Credit Recovery courses are at the sole discretion of the Grade Level Principal. Failure to comply with credit recovery policies may result in removal from the program and impact the student's ability to graduate.

### **Pre-High School Credit**

Middle school students may complete high school courses for high school credit if approved for placement into the courses by MS/HS Principals. Courses receiving high school credit become the basis for the student's official high school transcript. All High School level work, regardless of final grade will be entered onto the student's transcript as a permanent record. In the case where a student finds him or herself struggling, students may drop courses for high school credit within 2 weeks of the start of the class.

### **Middle School Students Taking High School Courses**

Middle School Students may be considered for high school level courses for credit in the following areas: Math, English, Science, and History, PE/Health, and Foreign Language.. In order to take high school level courses, Middle School students must have demonstrated an advanced ability in these areas. Approval will be based on past engagement and mastery of material including any pre-requisite High School level courses.

Pre-Requisites include, but are not limited to:

#### ELA

- Student is in the 85<sup>th</sup> percentile or higher on the spring MAP test in ELA.
- Student is on track/ahead with current Middle School courses
- Proficient AIR State Test Score if available.
- Demonstrates discipline and independence.
- Student logs in on his/her own and completes work as required without prompting on behalf of teacher.
- Student attends CCs as required.

#### Math

- Student is in the 85<sup>th</sup> percentile or higher on the spring MAP test in Math.
- Student is on track/ahead with current Middle School courses.
- Proficient AIR Test Score if available.
- Demonstrates discipline and independence.
- Student logs in on their own and completes work as required without prompting on behalf of teacher
- Student attends CCs as required.



## Science & History

- Student is on track/ahead with current 8<sup>th</sup> grade course and will have successfully completed 8<sup>th</sup> grade course with an 80% or higher by end of school year.
- Demonstrates discipline and independence.
- Student logs in on their own and completes work as required without prompting on behalf of teacher.
- Student attends CCs as required.

## Physical Education and Health

- 8<sup>th</sup> grade students only will be considered for High School credit in PE and/or Health
- Student has earned A's and B's in all previous Middle School classes
- Student has never been referred to the Absence Intervention Team (AIT)
- Student attends CCs as required

## Foreign Language

- Student has successfully earned a high school credit in another course.
- Enrollment into Foreign Language courses close after cohort 2 start date.

Final determination will be made by the Middle School and/or the High School Principal.

Other electives are not approved for Middle School students.

Students requesting High School courses will be required to attend a live or recorded orientation session as the expectations differ from Middle School courses and submit an "I understand" document prior to enrolling in courses.

Transfer students will be placed in a matching course schedule but must provide a current report card or progress report and complete the orientation/I Understand requirements listed above.

Flex Credit Opportunities will be limited to core courses (English, Math, Science, and Social Studies) that are offered and approved for Middle School Students. (See Flex Credit Section of the High School Handbook.)

## Summer School

Summer school courses are available on a limited basis. Priority will be given to students who are:

- Credit deficient (Summer School is not an opportunity to get ahead on credits.)
- First priority will be given to seniors (determined by Cohort Year) during Term A. Term B will have more openings available for other grade levels.
- Second priority will be given to juniors who need credits to get on track to graduate on time at the end of their senior year.
- If spots still remain, freshmen who are currently credit deficient will be considered.
- Currently working in and passing courses.
- Re-registered for the following school year,
- A current OHVA student

**Students will be required to:**

- Attend an informational meeting or view a recording.
- Fill out an application and “I Understand” form.
- Work consistently throughout the summer session. Students not working during the first week may be removed and replaced by other students on a waiting list.
- Attend all Class Connect sessions. Sessions will be held in the A.M.

### **Report Cards**

At the conclusion of each quarter, students will be notified of their progress and parents are encouraged to fully review the online class gradebooks. At the semester, grade reports will include semester grades and semester grade point averages. First semester reports will be sent via US mail. Year-end grade reports, sent via US mail, will include final course grades, cumulative grade point average, and class rank. Note: Students and learning coaches can access student grades at any time in each course.

### **Transferring Course Credit/Mid-Year Course Placements**

Students who enter OHVA after the official start of the school year, and who provide a current grade card or transcript showing courses in progress and current achievement in the course(s), will be placed into the corresponding course(s) at the appropriate starting points in the curriculum.

OHVA teachers may request assessments in order to determine the most appropriate placement within the OHVA course. The OHVA teacher will adjust the placement to take into consideration past performance and prior learning which has been verified on the student’s transcript or grade card from their most recent school and OHVA course assessments.

A final determination on course placement, placement within individual courses, and quarter and semester grades rests with the individual subject teachers, school counselor, and principal.

If a student was not taking a corresponding course in their previous educational setting, it may be difficult to successfully complete the course prior to the quarter’s end due to the rigorous nature of the OHVA curriculum. In this case, the student will receive no academic credit or grade for the course. Students entering from home schooling must provide evidence of the curriculum plan submitted to their local school district. These students may be asked to participate in course assessments or other assessment testing in order to better determine the course placement within the K12 curriculum.

### **Transfer Students**

Students who enter OHVA with grades and credits earned are subject to those grades/credits conforming to OHVA’s grading scales and GPA weighting. Students who transfer from out of state or from private schools (in state or out) may have the potential of reduced state testing.

### **Determining Class Rank**

Class rank is a numerical rank assigned to students according to their cumulative grade point average relative to their classmates. All academic subjects are used in computing class rank; however, the following prioritization of academic courses will be used in cases where more than one student is positioned at the identical class rank position:

- K12 courses take precedence over all courses
- AP(K12) courses take precedence over CCP courses
- Enrollment approved date
- Enrollment application date

### **Valedictorian and Salutatorian Determination**

The selection process for determining valedictorian and salutatorian recognition (overall class rank of number one and number two respectively), is determined at the end of seven academic semesters. To be eligible for valedictory or salutatory honors, a student must have attended Ohio Virtual Academy High School for at least four semesters, including both semesters of the senior year. Students who finish high school at the end of the first semester of their senior year are not eligible for valedictorian or salutatorian honors.

### **Grade Point Average**

Grade point averages are determined by dividing the number of quality points achieved by the number of credits received. GPAs are determined on a semester-basis only. The cumulative (composite) GPA is determined using the semester averages beginning with the first semester of the freshmen year. All GPA's and class rankings are calculated and tracked within PowerSchool.

### **Grade Promotion/Class Placement**

Students move from one grade level to another at the conclusion of each school year based on the year they enter high school. This does not guarantee that a student will graduate in four years. Students must earn the correct number of credits in the state-required areas in order to graduate. See "OHVA Graduation Requirements" on the following pages.

Students will be considered on track for graduation based on the following credit guidelines:

- **Sophomores/10<sup>th</sup>** graders—begin the year with 5 credits and end the year with 10 Credits
- **Juniors/11<sup>th</sup>** graders—begin the year with 10 credits and end the year with 15 credits
- **Seniors/12<sup>th</sup>** graders—begin the year with 15 credits and end the year/graduate with at least 20 credits.

### **The Ohio Core**

Only 24% of Ohio's students currently complete a rigorous high school curriculum. The Ohio Core will require students, beginning with the high school graduating class of 2014, to complete a rigorous curriculum as a requirement for high school graduation and as the prerequisite for admission to Ohio's four-year state-assisted institutions of higher education.

### **OHVA GRADUATION REQUIREMENTS**

#### **General Ohio Graduation criteria for Classes Beginning 2014**

English/Language Arts	4 units
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Mathematics	4 units
Science	3 units
Social Studies	3 units
Physical Education	.5 unit
Health	.5 unit
Electives	5 units
Total Minimum Requirement	20 units

Other Requirements: Economics and Financial Literacy; Fine Arts

- Elective units must include 1 unit or 2 half-units in Business, Technology, Fine Arts, or
- Foreign Language,
- 1 Mathematics units must include 1 unit of algebra II or the equivalent of algebra II

The Ohio Core allows school districts to adopt a policy that would exempt students who participate in interscholastic athletics, band or cheerleading for two full seasons from the physical education requirement. Students must take another course of at least 60 contact hours in its place.

- Science units must include 1 unit of physical sciences, 1 unit of life sciences and 1 unit advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology, or other earth or space science.
- Social studies units must include  $\frac{1}{2}$  unit of American history and  $\frac{1}{2}$  unit of American government. \* Beginning with the graduating class of 2021, students must also complete a  $\frac{1}{2}$  unit of Modern World Studies
- Electives units must include one or any combination of foreign language, fine arts, business, career- technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.
- All students must receive instruction in economics and financial literacy during grades 9-12 and must complete at least two semesters of fine arts taken any time in grades 7-12. Students following a career- technical pathway are exempted from the fine arts requirement.

### Criteria for Diploma with Honors

**There are currently six Honors Diplomas recognized by the Ohio Department of Education. Below are the Criteria for the Academic Diploma with Honors. Information on the other avenues can be found on the ODE website. <http://education.ohio.gov/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2014-2017/Honors-Diplomas>**

In order to receive a Diploma with Honors, students must complete more intensive criteria in mathematics, science and social studies for high school academic and career-technical Diplomas with Honors. A student who completes the **OHVA high school academic** curriculum must meet at least seven of the following eight criteria to be awarded the Diploma with Honors:

1. earn four units of English;
2. earn at least four units of mathematics which shall include algebra I, algebra II, geometry and another higher level course or a four-year sequence of courses which contains equivalent content;
3. earn at least four units of science including two units of advanced
4. earn four units of social studies;
5. earn either three units of one foreign language or two units each of two foreign languages;
6. earn one unit of fine arts;
7. maintain an overall high school grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year; or
8. obtain a composite score of 27 on the American college test's ACT assessment (excluding the optional writing test) or a combined score of 1210 on the College Board's SAT verbal and mathematics sections (excluding the required writing section).

<b><u>Subject</u></b>	<b><u>Academic Diploma with Honors</u></b>
<b>English</b>	<b>4 units</b>
<b>Mathematics</b>	<b>4 units, including Algebra I, Geometry, Algebra II or the equivalent and another higher level course or a four-year sequence of courses that contain equivalent content</b>
<b>Science</b>	<b>4 units, including two units of advanced science</b>
<b>Social Studies</b>	<b>4 units</b>
<b>Foreign Language</b>	<b>3 units (must include no less than 2 units for which credit is sought), i.e., 3 units of one language or 2 units each of two</b>
<b>Fine Arts</b>	<b>1 unit</b>
<b>Electives</b>	<b>N/A</b>
<b>Grade Point Average</b>	<b>3.5 on a 4.0 scale</b>
<b>ACT/SAT Score [excluding scores from the writing sections]*</b>	<b>27 ACT / 1280 SAT</b>
<b>Additional Assessment</b>	<b>N/A</b>

A diploma with Honors requirements pre-supposes the completion of all high school diploma requirements in the Ohio Revised Code including:

- ½ unit physical education\*\*
- ½ unit health
- ½ unit in American history
- ½ unit in government

\* Writing sections of either standardized test should not be included in the calculation of this score.

\*\* SB 311 allows school districts to adopt a policy exempting students who participate in interscholastic athletics, marching band or cheerleading for two full seasons or two years of JROTC from the physical education requirement.

\*\*\*\* Advanced science refers to courses in the Ohio Core that are inquiry-based with laboratory experiences and align with the 11/12<sup>th</sup> grade standards (or above) or with an AP science course, or with the new high school syllabi, or with an entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany, or astronomy), or contain material above the current OGT level.

### **State Testing**

Ohio Graduation Tests for graduation years 2007-2017 and State End of Year (AIR Exams) are required for all students enrolled in OHVA. As of 2017 OHVA will also be administering the State required College Readiness Exam to all students in their junior year. This test will be the school district's choice of ACT and will be free of charge for families/students. Failure to take State-Required Graduation Assessments will jeopardize the student's continued enrollment in OHVA. It also can prevent students from receiving an Ohio diploma.

### **Graduation information for class of 2018 and beyond:**

These are the new graduation requirements that take effect with the class of 2018. These are students who are entered ninth grade for the first time in the 2014-2015 school year.

### **Assessments**

In addition to the above course credits, students will earn points toward graduation on seven end-of-course exams. These exams will replace the Ohio Graduation Tests.

The courses in which students take an end-of-course exam will be: English I and II, algebra I or integrated math I, geometry or integrated math II, physical science or biology, American history and American government. Beginning in 2015-16 districts may have the option to use the state end-of-course exams to replace their current course final exams and use the state's test as part of the class grade. This will help avoid double testing in future years.

Students can earn from 1-5 points for each exam, based on their performance.

- 5 – Advanced
- 4 – Accelerated
- 3 – Proficient
- 2 – Basic
- 1 – Limited

A student who earned high school credit in any of the above courses before July 1, 2015 and a required end-of-course exam was not available automatically will receive a score based on

their transcript grade. Middle school students who take one of these courses for high school credit must take the corresponding state end-of-course exam.

### Exam Retakes

Students that score below proficient on an exam may retake it after they receive some extra help on the material. Students that score proficient or higher on an end of course exam can retake exams only if, they have not met the minimum graduation points to graduate after completing all required exams. In this case, a student can retake any exam after receiving some extra help on the material. The same rules apply to substitute exams, which may be used interchangeably with approved tests.

### Graduation Points

With few exceptions, students must accumulate a minimum of 18 points from scores on their end of course exams to become eligible for a diploma.

### Alternative Graduation Pathways

Students who do not earn the required number of graduation points can still meet the requirements for a diploma if they earn a remediation-free score on a national college admission test. This assessment will be given to students free of charge in the fall of their junior year starting with the graduating class of 2018.

Students also can qualify for graduation by earning an approved industry-recognized credential and achieving a workforce-readiness score on a related job skills assessment. The selection of those assessments is in progress.

For more information, see the Department of Education's website:

<https://education.ohio.gov/Topics/What-s-Happening-with-Ohio-s-Graduation-Requiremen>

### P.E. Waivers

The P.E. Waiver is a way to complete Physical Education requirements. With a P.E. Waiver, students receive no credit and no grade. Students are waived from taking P.E. classes. A student may waive Physical Education classes, completing two full seasons of interscholastic athletics, cheerleading or marching band. Should a student become injured or not complete the season for ANY reason, he/she must find an alternate way to satisfy his/her P.E. requirement. **Participation in Interscholastic athletics, marching band, or cheerleading prior to the 2011-2012 school year does not apply. For more information regarding the state's policies regarding visit this website:**

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1702&ContentID=45762&Content=100399>

Transfer students must provide OHVA with documentation of a PE waiver used at their previous district if it is not identified on the transcript.

A student interested in a P.E. Waiver must:

- 1. Notify School Counselor of intent and**
- 2. Complete a Physical Education Waiver Application (signed by Admin)**

The following due dates apply for intent: Fall Sports - August 30th, Winter Sports-November 30th, Spring Sports-March 30th.

## **What is the best way for your child to satisfy the P.E. Requirement? P.E.**

### **Waiver**

- P.E. Waiver is suitable for students who have NOT completed any P.E. Credit
- P.E. Waiver is ONLY for students participating in interscholastic athletics, Marching Band, or Cheerleading.
- P.E. Waiver exemption cannot be combined with P.E. credit earned through actual coursework or through credit flexibility.
- With P.E. Waiver, students receive no credit and no grade. Students are exempted from taking two P.E. classes.
- Physical Education Waiver Application.

### **P.E. Credit Flexibility**

- P.E. Credit Flexibility is suitable for students who participate in physical activities that are not affiliated with OHVA.
- P.E. Credit Flexibility may be used by a student who participates in an Interscholastic sport and has already received one P.E. credit
- Students who fail to complete hours from an approved application by the end of the semester will receive an "F".
- Please see the Flex Credit Policy for forms and requirements.

### **Physical Education Days**

A physical education evaluation is now included as an indicator on the Local State Report Card. Senate Bill 210 , which was signed into law in June 2010, included Physical Education as an indicator on the report card. In order for OHVA to remain compliant with the new PE evaluation, Physical Education Days may be held as a face to face event. Students enrolled in a physical education course may be asked to attend a half-day session in order to be evaluated on the PE state standards, or to meet this state requirement in other ways deemed necessary by the school. Teachers will communicate further details with all students enrolled in a PE course.

### **EARLY GRADUATION/EARLY GRADUATION PROCEDURES**

Students desiring early graduation from Ohio Virtual Academy shall meet the following requirements:

- Students must have a 3.0 or higher grade point average. Students must also meet the graduation requirements for Ohio Virtual Academy.
- Students must meet all total graduation requirements by the end of the first semester of their senior year (for a one semester early exit) or by the end of the second semester of their junior year (for a one year early exit).

Students desiring early graduation are to observe the following procedures:

- Apply 15 days before the start of the semester of planned exit by contacting the student's guidance counselor.
- Consult with a school counselor:



- to ensure all requirements can be met by the early graduation date
- to discuss graduation procedures, class rank procedures, regular vs. honors diploma and other considerations
- Submit the required petition form (student letter) for early graduation which contains a written explanation of: the reasons for the early graduation request; vocational and/or educational plans following the early graduation and how early graduation helps the student fulfill those goals.
- Submit a letter of approval from their parent(s) / guardian.
- Students that enroll in the school after the stated early graduation deadline must provide proof of a request to graduate early from the previous district. Students, parents/guardians are responsible for obtaining proof from the previous district.

The petition(student letter), written explanation, parent(s) / guardian approval letter and school records will be evaluated by the early graduation committee consisting of school administration, school counselor and a general education teacher to determine whether the request meets the criteria for early graduation. The request for early graduation will be presented by the Administration to the OHVA Head of School or designee for approval. The student may take part in the graduation ceremony of his/her graduating class.

## **Commencement**

### **Commencement Exercises**

A student may participate in the high school graduation exercises only if he/she has successfully completed all course requirements as stipulated by the Ohio State Department of Education, and the [Ohio Virtual Academy](#) (as depicted in this handbook), including passing all State Required Testing, and/or meeting all graduation requirements for the class of 2018 and beyond. Students completing graduation requirements after graduation exercises have been conducted may receive diplomas through the mail after requirements have been confirmed. Commencement and other programs and ceremonies are privileges that can be withdrawn as a part of disciplinary action for a violation of the Student Conduct Code.

### **Non Graduate Notice**

**Students who will not be able to complete graduation requirements by the last day of school of their graduating year, will be notified by their school counselor. The notification will be via email to the learning coach/student with an attached letter. This communication will be sent by the end of April each year. The notice will include the date, reason for not meeting graduation requirements, next steps for support/academic planning, and the statement that “failure to graduate on time from high school could impact a student’s ability to be accepted into colleges/universities in the State of Ohio”.**

### **Transcript Requests**

To request a high school transcript, access <http://ohvaonlineforms.com/Transcript-Request.html>. Final Transcripts will be available for request through the link within one week after the graduation ceremony.

## College - Readiness Testing Schedule

**ACT Test:** OHVA high school code number is 365-143. Students and parents need to register on their own. Use this code number to complete student ACT Registration online at:

<http://www.actstudent.org>

For schedules and details, refer to the above ACT website. Students will need to upload a digital photo of themselves when registering for the ACT. For additional questions, contact your guidance counselor.

**SAT Test:** OHVA high school code number is **365-143**. Students and parents need to register on their own. Use this code number to complete student SAT Registration online at:

<http://www.collegeboard.com>

Students will need to upload a digital photo of themselves when registering for the SAT or SAT Subject Tests online. Please visit this site for SAT information:

<http://sat.collegeboard.org/register/sat-dates>

### Military Access to Students and Student Information

Unless a parent or legal guardian requests otherwise, federal law requires that all schools and colleges provide military recruiter's access to students. This access to students includes the release of names, addresses, and telephone numbers. The school will release information to military recruiters unless a student's school counselor receives a formal written request from the parent asking that his/her information be withheld. A form will be provided for this purpose upon request.

### School Counselor Services

All MS/HS students will be assigned a dedicated school counselor. School counselors provide assistance to students as they learn to make decisions throughout their high school years. It is the high school counselor's role to provide guidance to students as they make choices, especially regarding:

**Academic/Career Concerns:** Choosing courses suited to a student's needs, abilities, achievement levels and future goals in relation to their overall four year plan and plans after high school

**Personal concerns:** Exploring feelings about themselves, their values and their relationships with their family, friends, and school.

*In addition, the following services are provided throughout the school year:*

**Individual Counseling:** When a student feels the need to talk to someone about a personal crisis and doesn't feel as if he/she can speak with a parent or other adult family member, the student may contact a school counselor.

**Parent Conferences:** Counselors can help parents explore various educational and personal opportunities for their students.

**Information:** Counselors provide information about career development, career technical information, preparing for college, Armed Services, financial aid, College Credit Plus, and scholarships for post-high school education. ACT and SAT registration information is also available.

**Group Sessions:** During the school year, the counselor and/or academic advisor may meet with students in groups to interpret test results, help with scheduling, career information, college applications and preparing for life after high school.

### **Student Activities**

Students are encouraged to participate in both online club activities and required to attend Face-to-Face (F2F) school events. Student clubs are available through K12 and/or OHVA. For OHVA High School Clubs such as Student Council, or Science Club, access <http://ohvaclubs.weebly.com/> For K12 National Clubs, visit <http://www.k12.com/k12-student-clubs>. School events can be viewed by region on the [online event calendar](#).

### **Surrogate Parents for Children with Disabilities**

A surrogate parent will be appointed if no parent can be identified, the parent cannot be located, the child is a ward of the state or the child is an unaccompanied homeless youth as defined by the McKinney- Vento Homeless Assistance Act. The appointment may either be made by a court or the Head of School in accordance with the Individuals with Disabilities Education Improvement Act (IDEA) and the Operating Standards for Ohio's Educational Agencies Serving Children with Disabilities. An individual who serves as a surrogate parent for a child with a disability is appointed to act in place of a parent to make educational decisions for the child, such as all matters relating to the child's identification, evaluation and educational placement and in the provision of a free appropriate public education.

The Head of School may appoint an individual, as a surrogate parent, if all four conditions below apply. The appointed surrogate must:

- Not be an employee of the Ohio Department of Education (ODE), OHVA or any other agency that is involved in the education or care of the child;
- Have no personal or professional interest that conflicts with the interest of the child being represented;
- Have knowledge and skills that ensure adequate representation of the child; and
- Have successfully completed training prescribed by ODE prior to acting on behalf of the child.

The Head of School may consult with OHVA's sponsor, Ohio Council of Community Schools, for assistance in determining whether a child needs a surrogate parent as well as appointing an appropriate surrogate parent for a child.

### **Work Permits**

- Contact your school counselor for a work permit application.
- Only one work permit can be issued at a time. If a student gets a new job, the previous work permit will be revoked and a new work permit must be issued. It is the student's responsibility to notify the school counselor of any changes.
- Students must be passing two-thirds of their current courses in order to have a work permit issued. A Work permit can be revoked if student falls below passing requirement.
- More information is available at

<https://sites.google.com/view/ohvaschoolcounselingdepartment/work-permit-requests>

### What is College Credit Plus?

Allows qualified middle and high school students (grades 7-12) the opportunity to earn college and high school credit while still in middle/high school

- Early access to the faculty and resources of a college/university
- Supported by the State of Ohio – only Ohio residents are eligible to enroll in the program – (if you are not a US citizen we must have more information before you can enroll in this program)
- More information is available at <https://www.ohiohighered.org/ccp>

Where can I take classes?

- Public Universities and Colleges in Ohio
- No cost to the student/family for tuition, books, or fees
- Participating Private Universities and Colleges in Ohio
- There may be some cost to the student/family based on the particular private college and where the course is delivered
- The classes may be delivered on the college campus or online

Who is eligible?

- Resident of Ohio
- Student in grades 7-12
- Enrolled in public, community, or nonpublic high school
- Student meets College or University admissions requirements

How many and which courses can I take?

- Up to 30 college credits per academic year (15 per semester)
- No more than 120 college credits total
- Courses may not be remedial in nature
- Summer CCP Courses are available

How much credit will I earn?

"Carnegie unit" means the basic unit of credit used to meet high school graduation requirements. One Carnegie unit is awarded for courses scheduled for one hundred twenty instructional hours. Conversion Chart:

- 3 or more semester hour class = 1 Carnegie unit
- 2 semester hour class = 2/3 Carnegie unit
- 1 semester hour class – 1/3 Carnegie unit
- High school credit will be awarded for successful completion of a CCP class
- Final grades will be factored into your high school GPA
- CCP classes will be weighted (1 quality point added)
- CCP classes will also be listed on college transcripts and grades will be factored into college GPAs as well
- Classes failed or withdrawn with an "F" will receive an "F" on high school AND
  - college transcripts
- **Students/families may be financially responsible for classes that are**

- not passed or that students
- withdrawn from by after the college withdrawal deadline.
- over the yearly 30 hour limit or lifetime 120 hour maximum
  - If a course is not paid for they may be in jeopardy of not receiving grade card, diploma or taking additional courses.

### **Underperforming Students, Program Probation/Dismissal and Appeals**

- The underperforming-student rule would place a College Credit Plus student on probation when he or she earns lower than a cumulative 2.0 GPA in CCP courses OR withdraws from, or receives no credit (defined as transcript entry of W or NC)\* for two or more courses in the same term.
- A student on probation may only enroll in one College Credit Plus course for one college term (semester or quarter) and may not enroll in the college course in the same subject in which student previously earned D or F or received no credit (defined as transcript entry of W or NC)\*
- The student remains on probation until the GPA is above a 2.0 or max two terms. If at two terms the GPA is still below 2.0, they will be removed from probation and dismissed from CCP.
- Example: FALL Term ...cumulative GPA falls below 2.0 (this is term 1) ☐ Student placed on Probation for SPRING TERM ☐ can only take one course ☐ at end of Spring term (2nd term), cumulative GPA is still < 2.0 ☐ student is dismissed from CCP

#### CCP Dismissal:

- The student will not be allowed to participate in the program for one college term (semester or quarter)
- After one college term, a student makes a request/appeal to school counselor and/or CCP Coordinator (who will consult with counselor) AND Administrator to allow the student to participate.
- OHVA will then decide to:
  - Continue dismissal
  - Move back to probation
  - Participate without restrictions
- **Self-Pay and Dismissal:** If eligible with the college/university, student may elect to take course(s) while on dismissal. The student/family will be responsible for payment of these courses, they are not covered under CCP. Additionally, no high school credit will be awarded for these courses.
- **Appeals:** After not participating for 1 CCP term, students may appeal to reenter the program. They may also appeal repeating a course that they had received an F or W. They may NOT appeal being on probation, itself.

#### Appeals Process

- A student may appeal to the district superintendent or school governing entity the CCP Dismissal or prohibition from taking a course in the same subject in which the student earned a grade of "D" or "F" or for which the student received no credit.
  - The governing entity or superintendent will consider any extenuating circumstances separate from academic performance that may have affected the student's CCP status and may do any of the following:
    - Allow the student to participate in the program without restrictions.
    - Allow the student to take a course in the same subject in which the student earned a grade of "D" or "F" or for which the student received no credit.

- Allow the student to participate in the program on CCP Probation.
  - Maintain the student's status on CCP Dismissal from the program.
- The College Credit Plus Probation/Dismissal Appeals policy for Ohio Virtual Academy School District is based on the requirements of Ohio Administrative Code 3333-1-65.13. Students who have been placed on CCP Dismissal or on CCP Probation prohibits the student from taking a course in the same subject and wish to appeal must notify the district head of school within five business days after being notified of the CCP Dismissal or CCP Probation status. The district will notify the college or university in which a student is enrolled that the student has requested an appeal. The district head of school will issue a decision on the student's appeal within ten business days after the date of the appeal is made. The decision of the head of school is final.
  - To request an appeal, a student must provide a written explanation of why the student should be 1) removed from CCP Dismissal or 2) permitted to take a course in the same subject while on CCP Probation. The district superintendent will review the written explanation and will consider the following possible activities that a student has taken: Completion of high school courses with an established grade point average Completion of tutoring, extra course assistance, as available Development of an individual pathway plan that includes high school graduation requirements and possible college courses
  - The district head of school has the discretion to allow a student to participate in the program if the student meets other factors to demonstrate readiness.
  - Note: The CCP Probation and CCP Dismissal policy (OAC 3333-1-65.13) does not alter, supersede, or affect any college policy or procedure on academic probation or dismissal through the college. Students wishing to appeal the college's policy must do so by following the college's procedures.

**Self-Pay Policy:** If a student elects up front to self-pay for courses and elects to receive both high school and college credit for that course, then the high school must provide high school credit for those courses (from Ohio Revised Code section 3365.06 (A)) Student/family must complete OHVA's Self-Pay Form.

### How do I enroll?

- Register with OHVA
- Complete and return the "Intent to Participate" Form by April 1<sup>st</sup>. (State of Ohio deadline)
- Print
- Sign
- Scan back in and save as jpg file
- Send completed form via kmail attachment to your current HS counselor's administrator account.
- Any Intent forms sent past the deadline are subject to approval by a high school principal.

OHVA does not deny credit for course credit for students that take post-secondary courses during an expulsion. However, students must be in good standing to participate in College Credit Plus at OHVA. (Per Ohio Revised Code 3313.613)

OHVA students may take courses outside the "normal school hours" as OHVA is an e-school with course available any time during the day or week. Therefore, it is within the structure of OHVA for

students to take College Credit Plus courses outside of “normal school hours”. (Per the Ohio Revised Code 2151.356, 215.357, 3301.121, 3313.662)

**Where can I get a more thorough explanation of the program and its risks**

**and benefits?** Contact your school counselor or visit

<https://www.ohiohighered.org/ccp>

Each year, prior to March 1st, the Head of School or designee shall provide information regarding the optional college credit plus program to students currently enrolled in grades 6-11 and to their parents. This information will be sent through email and a record should be kept of the mailing list and the date of the mailing in order to confirm compliance with State rules.

**Eligible CCP Courses**

(1) A student participating in the college credit plus program shall complete fifteen semester credit hours of Level I courses that may be applied toward a certificate or degree prior to taking a Level II course, except as follows:

(a) Upon successful completion of a Level I course in a specific subject, a student may take a Level II course in the same subject prior to completing the fifteen semester credit hours required by this division.

(b) A student may take a Level II course that has a Level I course as a prerequisite if the student, in accordance with the course placement guidelines of the institution of higher education in which the student enrolls, has demonstrated by an assessment or other means that the student is academically prepared for the course.

(c) A student may count an advanced placement or international baccalaureate diploma course completed at the student’s secondary school toward the fifteen semester credit hours of courses required by this division with evidence that the student attained the required score on an examination covering the coursework. The required score shall be the passing score specified in the standards adopted under section 3333.163 of the Revised Code, in the case of an advanced placement course, or the score specified by the institution of higher education in which the student enrolls that the institution considers sufficient to award college credit for the course, in the case of an international baccalaureate diploma course.

(2) Upon successful completion of fifteen semester credit hours of courses under division (C)(1) of this rule, a student may enroll in a Level II course that may be applied toward a certificate or degree.

**(D) Non-allowable courses**

(a) An applied course that involves one-on-one private instruction, including, but not limited to, instruction in instrumental music, voice, or art;

(b) A course for which the fees, as defined in rule 3333-1-65 of the Administrative Code and reported in compliance with section 3345.39 of the Revised Code, exceed an amount established by the chancellor;

(c) A study abroad course or similar course; 3333-1-65.12 3

(d) A physical education course;

(e) A course that is graded on a pass/fail or satisfactory/unsatisfactory basis rather than using

letter grades, except for an internship course.

(f) A remedial or non-college-level course, as prohibited by section 3365.02 of the Revised Code;

### **Flexible Credit Options**

The majority of students will find a variety of courses to meet their needs. Ohio Virtual Academy offers a well-rounded curriculum with several different courses in English, Science, Mathematics, Social Studies, as well as, several elective courses in a variety of disciplines. For students who would like to extend beyond what Ohio Virtual Academy offers, there is the flexible credit option. Flexible credit allows students to earn course credit for graduation. Flexible credit may be earned in the following ways:

- 1 Testing out
- 2 University courses not taken through the College Credit Plus program
- 3 Online or distance learning courses
- 4 Physical Education
- 5 Educational Options
- 6 Independent Studies

Students who do not find their learning plan in the above options will have to work closely with their assigned school counselor to develop a plan of study. All credits earned through the flexible credit option will receive a grade which will be calculated into the student's GPA and appear on their final transcript.

Students interested in pursuing flex credit will need to contact their assigned school counselor for the flex credit application. Students will need to fill out the application for flexible credit and then submit the completed application to and work with their assigned counselor to develop a learning plan. Students and parents must attend a mandatory meeting with their assigned school counselor, principal, and a teacher of record. This must be completed prior to the student's flex credit experience.

Testing Out Flex Credit Option:

- a) Students can only earn a Pass or Fail through the test out option.
- b) Students must score above an 80% on test to earn a "P."
- c) Students will receive a failing grade on their transcripts for any grade of 79% or lower.
- d) Students will need to take the full version of the course if they do not earn an 80% or above on the test-out test.
- e) Students may earn credit for an Advanced Placement course under the test-out option by scoring a 3 or above on a College Board Advanced Placement Examination.

***Flexible Credits may be sought during the regular school year only. Standard deadlines for the school year are as follows:***

All applications for Flexible Credits for the upcoming school year must be submitted to the student's counselor by May 1<sup>st</sup>. Summer Flexible credits are not available. Contact the student's counselor for 19-20 school year due dates.



## **OHVA Assumption Provision**

OHVA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. OHVA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. OHVA also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of OHVA, its affiliates, or its employees. OHVA assumes no responsibility for damages to the user's computer system.

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

## **OHVA Student Code of Conduct and Acceptable Use Guidelines**

### **Discipline Code**

As an OHVA student, you are subject to the rules and restrictions implemented by OHVA and the Student Code of Conduct and Acceptable Use Guidelines.

This document describes the policies and guidelines for the use of the OHVA high school and exists to ensure that all OHVA students are aware of and understand their responsibilities when accessing and using OHVA resources.

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

As a student enrolled in OHVA, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines could result in the:

- removal of your access to OHVA instructional computing resources, which could result in your inability to complete learning activities.
- your removal from the course.
- restriction from social networking anywhere in the K12 / OHVA system.
- involvement with law enforcement agencies and possible legal action.
- suspension and/or expulsion from OHVA.

## **Student Behavior & Code of Conduct: High School**

Ohio Virtual Academy expects positive behavior from all students, teachers, staff, and parents/learning coaches. OHVA follows a Positive Behavior Interventions and Support (PBIS) policy and fosters a culture of accountability, respect, and engagement. Refer to the section above for the complete Student Code of Conduct.

### **Prohibition from Extra-Curricular Activities**

Participation in extra-curricular activities, including interscholastic sports, is a privilege and not a right. Therefore, the Head of School authorizes the Principals and other authorized personnel employed by the school to supervise or coach a student activity program, to prohibit a student from participating in any particular or all extra-curricular activities of the school for offenses or violations of the Student Code of Conduct/Student Discipline Code for a period not to exceed the remainder of the school year in which the offense or violation of the Student Code of Conduct/Student Discipline Code took place.

Students prohibited from participation in all or part of any extra-curricular activity are not entitled to further notice, hearing, or appeal rights.

### **School Sponsored Publications and Productions**

The School may sponsor student publications and productions as means by which students can learn, under adult direction, the skills required for such activities, as well as the rights and responsibilities of public expression in a free society.

For purposes of this policy, "publications" shall include any audio, visual, or written materials such as tapes, banners, films, pamphlets, notices, newspapers, books, or other like materials. "Productions" shall include theatrical performances as well as speeches, skits, and impromptu dramatic presentations.

In sponsoring a student publication or production, the Principal is mindful of the fact that it may be heard, viewed, or received by students of varying ages and maturities, and must accordingly be suitable for those students who are likely to be exposed to such publication or production, either directly or indirectly.

Opposing points of view on topics of general interest may be presented in a responsible manner, which will ordinarily require that equal opportunity for expression be given to each viewpoint. As with all publications and productions, expressions of opinion must be made in a manner which does not violate prevailing community standards.

The Principal reserves the right to exercise editorial control over school-sponsored publications or productions, or to prohibit such publications or productions in their entirety if deemed necessary.

### **School Dance**

School dances are designed to provide a healthy, safe environment for students to socialize and enjoy being together. School rules found in the HS Handbook for behavior and discipline are in effect. The following procedures have been established to allow the continuation of dances and to ensure the enjoyment and safety of all students at school dances:

**Photo identification:** Students will not be permitted to enter the dance without some form of photo identification. Photo identification can be (but does not have to be) a state driver's license or state ID card. It can be any type of photo identification, such as a Passport or School ID Card. As a virtual school, we need to verify the identity and age of all attendees. **Without proper identification, students will not be admitted to the dance.**

**Dress Code:** Staff chaperones will review attire when students arrive and admittance could be denied if the student's attire does not meet the guidelines for tasteful and appropriate dress. The chaperone's decision is final. No ticket refund will be given if admission is denied for violation of the dress code. Purses, bags, and backpacks can be inspected at any time.

**BRINGING A GUEST TO A DANCE POLICY:** OHVA students may invite a guest who is of high school age **but no older than 20 and out of high school**. The following guidelines must be followed to bring an out-of-school guest to an OHVA dance:

- Student and their out-of-school guest must complete the guest dance form prior to purchasing tickets.
- All guests must show a picture ID at the door. The ID must either be a school ID, State ID or Driver's License.
- Out-of-school guests are expected to arrive at the dance and remain with their host while attending the dance.
- Administration reserves the right to refuse out-of-school guests to enter the dances for any reason.
- Out-of-school guests must follow all school rules.

## Ohio Virtual Academy Crest



**The shape of our Ohio Virtual Academy Crest is based on our state—Ohio**—and communicates one very unique element of our school—we are a statewide school with students in all 88 Ohio counties.

**The laurel leaves** on each side of the crest signify triumph. Our OHVA students set an academic goal to graduate from high school and the crest, which is printed on the graduation memorabilia and diplomas, announces to all that they have achieved victory over ignorance and illiteracy.

**The pen and parchment** reflect our students’ academic and scholarly achievement—the basis for our school’s curriculum and our efforts as teachers, parents, administrators, support staff and Board to provide students with an innovative and effective educational program.

**The torch** symbolizes truth and intelligence—values which we have sought to instill in our students as they develop as young adults and scholars during their formative years in OHVA.

**The lamp** is indicative of the light which illuminates the pathway to life’s abundance and spiritual journey.

**The cardinal** is a recognizable image associated with OHVA and appears in our marketing and other printed materials. The cardinal is the official state bird of Ohio. Cardinals can be found in all 88 counties in Ohio.

## WHO DO YOU CALL and WHEN DO YOU CALL THEM?

### **Classroom Teacher**

Class Content Questions  
 Questions on Graded Work Working Ahead or Catching Up  
 Assignment Submissions  
 All Course Issues

### **Academic Advisor**

Online Orientation Questions  
 Questions about Supplies and Materials  
 Change of Address or Email  
 Set up Parent-Teacher Conferences  
 Attendance and Progress Monitoring  
 Time Management  
 Setting Up Your Learning Environment  
 Unresolved Teacher/Classroom Issues  
 State Test Scheduling

### **School Counselor**

Personal/Family issues which interfere with student success in school  
 College and Career Information  
 Work Permits, Official Forms AP and College Credit Plus  
 ACT, SAT, PSAT, other testing questions  
 Credits and Graduation  
 Adding and Dropping Classes and Scholarship Questions Transcripts

### **Intervention Specialist**

Accommodations or Modifications  
 IEP Questions Special Ed Policies  
 State Testing  
 Accommodations Study  
 Course Assistance Class Content Questions

**OHVA: 1-419-482-0948 + Extension (Each staff member has an extension.) Still not sure who you should contact? Please email your advisor and he or she can direct you appropriately.**

## Ohio Virtual Academy

### Handbook Acceptance

Upon the start of each school year or upon enrollment approval, students and parents/Learning Coaches are provided with the handbook via email, and the [school website](#). All students/families should read and review the policies and procedures and reach out as needed for any clarification. The school will follow all policies and procedures in the handbook and will act accordingly to hold all parties accountable to its content. Thank you in advance for your commitment to be informed, and we trust the handbook will be an important resource for you.

***These policies shall be made available in the School Handbook and can be amended at any time, as needed and required by the daily activities and directives of the OHVA administration and/or School Board and in accordance with state law.***

The Ohio Virtual Academy is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take diagnostic and achievement tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information on this matter, contact the school administration or the Ohio Department of Education.

## Appendix A - Supplemental Hours

### What Counts for Supplemental Hours?

1. OHVA F2F activities may count for supplemental attendance hours.
2. Teachable moments (whenever you are teaching a child a skill for the first time)

Examples:

- Working in the garden – learning to weed, plant, fertilize
- Cooking – learning to read a recipe, follow directions, measure
- Setting the table – learning one to one correspondence, following directions
- Sorting laundry – learning the skill
- Bedtime stories
- Helping parent complete a project such as building a birdhouse

Repetitive tasks are not countable.

Examples:

- Working in the garden every day
- Cooking dinner every night
- Setting the table after it is mastered

- 2 Sports, health, and music activities beyond the curriculum

Examples:

- Piano lessons
- Soccer team
- Safety or first-aid classes

- 3 Learning activities shared by siblings – all involved in activities meant for one

Examples:

- Reading stories
- Art projects
- Science experiments
- Reading History screens

Activities in which no new skills are mastered are not countable

Examples:

- seventh grader sitting in on first grade literature lesson
- repeating lessons that have already been mastered with younger sibling
- rolling coins for paper route each week

- 4 Games which support skill development, provide new knowledge, or higher level thinking skills

Examples:

[RETURN to TOP](#)

- Monopoly Jr. – money skills
- Sim Ant – life science knowledge
- BrainQuest
- Cranium

Games that do not provide sound educational outcomes, or only utilize skills already fully mastered are not countable.

Examples: Card games such as “War” or “Snap” after basic matching skills are mastered.

**What about supplemental hours for Health and Technology, as listed in the OLS attendance fields?**

Not all grade levels will have the option of Health and Technology attendance fields. Consult with your student’s advisor for specific grade level guidelines.

**Can we count learning time using OHVA instructional tools like Reading Eggs, AIMSWebPlus, or Dreambox, for example?**

Yes! Make sure you add in attendance time spent using instructional tools. These programs are a part of the student’s typical school day, depending on the grade level.

**Can attending school outings and events count toward supplemental attendance hours?**

Yes! Learning opportunities at school F2F events and outings, and even parent-led activities can count toward supplemental hours.



## **Appendix B – Class Connect: Using *Blackboard Collaborate***

*Blackboard Collaborate is a rich collaborative environment for online meetings. Teachers will use this tool throughout the year with students and parents. This will provide real-time, remote one-on-one, small group, or large group teaching or training.*

***While students are engaged in live web conferencing sessions, such as with Blackboard Collaborate, the Ohio Virtual Academy Student Code of Conduct is in effect. Abusive language, profanity, harassment, racial, religious or ethnic slurs, cheating, disruptive behavior, unauthorized access, false information, or threats constitute a violation of the student code and are subject to disciplinary action including suspension and expulsion.***

*To participate in Blackboard Collaborate, all users should have speakers on and attached in addition to the K12-provided microphone.*

### ***Tips for Participating in a Blackboard Collaborate Session***

#### ***Preparation***

- *Find a comfortable place with no distractions.*
- *Prior to joining a session, you must configure your computer for use with Blackboard Collaborate. You can do this at any time prior to the session, even days in advance, but do not wait until the last minute. The pre-configuration process can take up to 30 minutes with an older computer on a dial-up connection.*
- *This information and more is available from Blackboard's SupportWeb Page at <http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336>.*

#### ***In Session***

- *Use the Audio Setup Wizard to test out your microphone and speakers.*
- *Participate in the session by responding to polls and providing feedback to the moderator.*
- *Remember to raise your hand when you have a question or comment when using your microphone.*
- *Use Direct Messaging or Chat to send messages to other participants and the moderator during the session.*
- *Remember that running other applications on your computer (such as Internet browser) can slow your connection to Blackboard Collaborate.*

Additional helps and tips for using Blackboard Collaborate for Class Connect may be found at the K12 Customer Care site. <https://www.help.k12.com/s/article/Blackboard-Collaborate-Launcher-for-Class-Connect>

### **Appendix C – Middlebury Interactive Languages**

*The **Middlebury Interactive Language** is intended to be a world language exploration opportunity for OHVA students. These courses are self-supporting and the curriculum is delivered without OHVA teacher support. World language is ungraded and should be looked at as supplemental to the core curriculum. There is not a requirement for progress and attendance for World Language courses. However, if progress and attendance isn't demonstrated within the school year consideration should be given to course registration for the following year. Academic progress and attendance should always be given to the academic core- math, science, social studies, language arts, and reading.*

#### **Middlebury Interactive Languages Reference Sheet for Ohio Virtual Academy Families**

##### **No OHVA Teacher Support**

*The **Middlebury Interactive Languages** courses made available to OHVA students are the “no teacher support” versions. OHVA teachers do not monitor student progress in the courses, they do not grade any work, and they are not equipped to answer questions related to content. If you need technical assistance, please call or email Middlebury Interactive Languages at:*

*1.800.596.0910 or [support@middleburyinteractive.com](mailto:support@middleburyinteractive.com)*

##### **Placement Based on Grade Level**

*Middlebury Interactive Language courses are not specific to a school grade level, but reflect the student's depth of experience with the language being studied. Students can begin a World Language course in grades 3-8. World Language in grades 3-5 will replace the music course. If a student is working below grade level we highly recommend he/she focus on the core courses rather than selecting a World Language.*

##### **Placement Based on Previous Language Experience**

*If your student has had no encounter with the language before, or if your student has been exposed, but has never been asked to speak in the language before, we recommend that you place the student in Elementary Year 1. Don't worry if it seems too easy at first, it will ramp up! Students who have been exposed to the new language and had some experience in speaking rudimentary sentences aloud should be placed in Elementary Year 2.*

##### **Placement in High School with Teachers after Taking Without-Teacher Versions in Elementary and Middle School**

*Because of the course design, students can move easily from the without-teacher versions of the courses at lower grades to the with-teacher versions at the high school grades. This will always be easiest for students who have worked most diligently in the without-teacher versions, of course. Students who, working on their own, have been least persistent in practicing speaking out loud will have to work especially hard in oral production when they encounter the with-teacher versions in upper grades. But this is a self-discipline and human nature question, not one of course design. The design itself allows for an easy transition.*

**Recommended Browser**

We recommend that you use Middlebury Interactive Language with the Google Chrome browser. It also works well with Mozilla Firefox, but we view Google Chrome as the default browser.

**Materials**

No materials are shipped for the elementary and middle school courses. All audio and textual samples are embedded in the course online.

**General Help/Support for Elementary and Middle School Courses**

Middlebury Interactive Language at 1.800.596.0910 [support@middleburyinteractive.com](mailto:support@middleburyinteractive.com)

For any support questions related to their elementary or middle school courses, contact their customer service via email when it will take longer than a phone call.

**Accessing Middlebury Interactive Language**

To access Middlebury Interactive Language, families must first login to the OLS with a student account user name and password. To create a student account, parents must:

- Login to the OLS with the learning coach user name and password.
- Select **My Account** in the upper right-hand corner of the screen.
- On the My Account page, parents are able to create a student account by selecting the blue **Edit** button in the Student Accounts box.

Once the student user name and password has been created, parents will want to navigate back to the OLS Home page and select **New Log-In** for a new login screen to appear. Once the new screen appears, the family will be able to enter the student user name and password that will take them to the student view of the OLS where they will be able to access the world language course.

Once logged into the OLS via the student account, students/families will then want to select **Middlebury Interactive Language** on the side of the screen to access their world language if enrolled in a world language course.

**Basic Features of Middlebury Interactive Language**

**Calendar Page** – Where students access lessons and see assignments.

The K12 “default” time for students to spend per day per lesson in other subject areas is 60 minutes, but often in Middlebury Interactive Language 20-40 minutes a day doing their world language lesson.

You can see that there is a great variation in the amount of text per day on each calendar square. Fear not! These lines just convey the step by step process as students move through the sequence of instructions and activities. More text on a given day in the calendar is not necessarily proportional to a heavier workload on that day.



# Middle School Spanish Year 1A Calendar

Middle School Spanish Year 1A

Home 7 A+ [Icons] Logout

Calendar View | Assignment list

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> <li>Getting Started Video</li> <li>Welcome to Spanish!</li> <li>Advisor</li> <li>Advisor: Adventure Story</li> <li>Adventure Story</li> <li>Advisor Intro: Vocabulary</li> <li>Intro to Greetings</li> <li>Guess and Confirm</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary: Greetings</li> <li>Drag &amp; Drop: Greetings</li> <li>Vocabulary Picks</li> <li>Introduction to Sancho and Bolsa</li> <li>Sancho and Bolsa 1.1</li> <li>Sancho and Bolsa Quiz</li> <li>Sancho and Bolsa 1.2</li> </ul>	<ul style="list-style-type: none"> <li>Advisor</li> <li>Mission to Isla de Providencia</li> <li>Word Machine</li> <li>Vocabulary Completion</li> <li>Advisor Intro: Grammar</li> <li>Grammatical Terms</li> <li>Grammar Check: Parts of Speech</li> <li>A Closer Look at Subject Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Drag &amp; Drop: Subject Pronouns</li> <li>Introduction to Patterns</li> <li>Sentence Comparisons: tú and usted</li> <li>Grammar Hunches</li> <li>Pattern: Tú and Usted</li> <li>Grammar Check: Tú or Usted</li> <li>Advisor</li> <li>Sancho and Bolsa 1.3</li> </ul>	<ul style="list-style-type: none"> <li>Advisor</li> <li>Vocabulary Blanks</li> <li>Question Time</li> <li>Grammar Check: Subject Pronouns</li> <li>The Spanish Alphabet: Reference</li> <li>The Alphabet: Reference</li> <li>Spell your name</li> </ul>
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none"> <li>Advisor</li> <li>Sancho and Bolsa 1.4</li> <li>Sancho and Bolsa: Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Advisor</li> <li>Drag &amp; Drop: Greetings</li> <li>Word Mine: Greetings</li> </ul>	<ul style="list-style-type: none"> <li>Conversation Station Introduction</li> <li>Conversation Station</li> </ul>	<p><b>Quiz today!</b></p> <ul style="list-style-type: none"> <li>Unit Review</li> <li>Unit Quiz</li> <li>Oral Quiz</li> </ul>	<p><b>Quiz today!</b></p> <ul style="list-style-type: none"> <li>Written Assessment</li> <li>Out of Seat Activities</li> </ul>



*Info – students/parents can watch a tutorial about what the site has to offer.*

*This little animation on the first day will help familiarize anyone with the structure of the Middlebury Interactive Language courses. It’s useful both for those students and families using the courses with a teacher, and those using the courses without a teacher. Because it must serve all audiences, you’ll hear references to the presence of a “teacher” in it from time to time. Students, families, and schools who are using the without-teacher versions of the courses should simply disregard these references.*

*All grading is done by the computer, or teacher-graded activities are converted to practice and reinforcement activities with no teacher input needed.*

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