



Parent Handbook
2016-2017

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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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.

2016–2017 Academic Calendar

August 15, 2016

First Day of School

August 29 - September 30, 2016

Online Diagnostic Assessment
AIMSweb (Grade K- 2)

September 5, 2016

Labor Day *

October 10 – 14, 2016

KRA, 1st – 3rd Grade Diagnostic Assessments

October 24 – 28, 2016

Ohio Graduation Test (OGT) Grade 12

November 11, 2016

Veterans' Day

November 23–25, 2016

Thanksgiving Break*

December 19, 2016–January 1, 2017

Winter Break

January 6, 2017

End of 1st Semester

January 9, 2017

Start of 2nd Semester

January 16, 2017

Martin Luther King, Jr. Day *

February 20, 2017

Presidents' Day *

March 13 – 17, 2017

Ohio Graduation Test (OGT) Grade 12

March 20 – April 14, 2017

**Spring State Testing, grades 3 – 12

April 17 - 21, 2017

Spring Break

May 26, 2017

Last Day of School

Last Day to Log Student Attendance

May 29, 2017

Memorial Day *

June 3, 2017

High School Graduation

Eighth Grade Recognition

June 13 – 17, 2017

Summer Administration of Ohio Graduation
Test (OGT) Grades 11-12

* *Holiday — OHVA Office Closed*

** *The specific dates for students will be provided to our OHVA families as soon as the schedule is finalized.*

Ohio Virtual Academy (OHVA)

Welcome to Ohio Virtual Academy (OHVA). This parent 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.

OHVA Purpose Statement:

Our Approach: Student-centric. Innovative.

Our People: Passionate. Engaged.

Our Students: Inspired. Empowered. Educated.

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 exceed state, national, and international standards. For an overview of the educational approach and curriculum, visit K12's web site at: <http://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 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-8 program, the parent login allows access to all aspects of the OLS, including access to all assessments, answer keys, attendance, and 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 3rd-8th grade students.

Parent & Staff Expectations

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 the high school handbook for more detailed information on expectations at the high school level.

The Online School and its curriculum allows 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 off line 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. Attendance documentation of online and offline work is required by OHVA parents. Submission of student work samples is required to demonstrate consistent engagement, and will vary by grade. 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. Read the Parent Compact below, as these statements reflect your commitment as an OHVA parent to the Ohio Virtual Academy program.

Parent Compact

The purpose of this Parent Compact is to set expectations for Ohio Virtual Academy (OHVA) parents. 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.

- *I believe that my student has the ability to grow academically.*
- *My role, which is vital for my student's academic achievement, is valued and respected among administrators and teachers at OHVA.*
- *I will abide by OHVA's policies and procedures as outlined in the OHVA Parent 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, Study Island, varied assessments, Class Connects, and other instructional tools, specific to my student’s academic requirements.** 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 920 hours, and 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 (5th grade through high school).*
- *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 log of offline school work. Insufficient hours recorded in the system over time is a truancy issues 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, submitting portfolio samples, and attending 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 staff members 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 Compact

OHVA is proud of the talented group of licensed, Highly Qualified teachers on the staff. They are trained to help you and your student(s) to be successful in their educational program. Teachers have the following responsibilities to their OHVA 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, 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).
- I will be an expert in my content area, the K12 curriculum, and relevant academic content standards for my grade level assignment and courses for which I am Highly Qualified.
- I believe a strong and positive relationship between the administrator, teacher, 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 differentiated individualized instruction, 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 Parent Handbook, including departmental practices.
- I will participate in regular and ongoing professional development opportunities to support the school's student academic improvement initiatives.

Parent Complaint Process

Parent satisfaction 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 teacher is the first point of contact for an expression of complaint, informal or formally written. If the teacher is the subject of the complaint, the issue should be settled through parent/teacher communication.*
- 2. If the subject of the complaint is another school employee and cannot be settled at the teacher level, the parent or legal guardian should escalate the concern to the principal in writing. The principal will respond*

to the parent's written note of concern within 48 hours of receipt.

3. If the issue or complaint is not resolved within 10 working days, the parent may escalate an issue or complaint to the Head of School. The Head of School will respond within 48 hours of initial parent or principal notification of the complaint 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 among the OHVA staff, although every attempt will be made to minimize the number of teacher reassignments. Parents who have concerns with their 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 and Family Communication

Parent-Teacher 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. Respectful, productive communication is expected parent to teacher, and teacher to parent. The teacher is also an important link of communication from the OHVA administrative office. Parent phone conversations with teachers or the office that include profanity and/or uncontrolled anger or shouting will not be permitted. If parent behavior is disrespectful in this manner, the conversation will revert to written communication only. Parents are expected to maintain responsiveness to email, newsletters, and phone communication with the teacher and the school. Professional, courteous two-way communication is always encouraged.

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
- [2 proofs of residency](#) as listed in ORC 3314.11(E) release of school records form
- family income form, if applicable
- achievement tests or other standardized test scores
- previous school's report card
- transcript from previous school (for high school students)
- custodial paperwork, if applicable

- o special education documentation (ETR, IEP, 504) if applicable

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.

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, and provide 2 proofs of residency..

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 homeroom teacher or 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 also need to supply [2 Proofs of Residency](#).

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.

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 administration, 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.

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

- Awaiting foster care placement;
- 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;
- 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 counselor 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)

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.

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 set up of phone lines.
- 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.

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.

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. With verification of internet service, OHVA pays a supplemental fee to provide a dial-up connection service to each family. However, any extra expense incurred (such as a family's voluntary upgrade to high-speed access or unintended long-distance fees incurred by a family) is not the responsibility of OHVA. Please refer to OHVA's ISP policy described below.

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 September 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 September 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 Parent 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 scanned and submitted 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

Please email any questions to 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.

- a. The standards and acceptable use of Internet services as set forth in the OHVA Internet Safety Policy student safety with regard to:
- i. safety on the Internet;
 - ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - iii. cyberbullying awareness and response.

Student Expectations & Achievement

Advanced Learners

Ohio Virtual Academy (OHVA) attracts many gifted and advanced learners. The K¹² 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.

AIMSweb Assessments

The AIMSweb system provides us with an effective way to measure a student's academic ability level online in reading and math. OHVA teachers meet with their kindergarten through second grade students online, one on one to administer short, consistent, and reliable assessments. Most of the assessments for K-1st grade students are one minute in length. In second grade, students will be assessed in reading using three one minute reading passages, and in math using an eight minute paper and pencil assessment. 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 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.

AIMSweb allows us to monitor your child'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 students are required to meet 920 hours of attendance. OHVA's kindergarten program is half-day and 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 B also provides information about supplemental attendance hours guidelines.

Additional 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, 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 in order to place the student appropriately within the online school curriculum and Class Connect.

If the teacher notices any discrepancies s/he will request written work samples to be submitted on a weekly basis in order to best support the academic growth of the student. Written work samples can be submitted hard copy through US mail or scanned and submitted through e-mail. If written work samples are not received the progress and attendance for requested work will be removed from the online school. If attendance is entered and no lessons are entered, the attendance for those lessons will be removed. Attendance can only be entered for completed lessons. Supplemental attendance may be entered after attendance for core subject areas in math, phonics, and language arts has been completed for the day.

Additional 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.

Work samples 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

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.

Frequently Asked Questions about Attendance

1. When can I log attendance?

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

2. 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, and taking part in Class Connects or additional grade level requirements. Attendance hours may also be acquired by participating in supplemental resources or activities. See Appendix B.

3. 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. A child may receive attendance credit for up to 12 hours of supplemental course work per week. A minimum of 36 hours and a maximum of 72 hours in physical education is required per year. Parents should keep a log of supplemental and/or offline hours in addition to recording it in the Online School. Verification of offline work will be requested for grades K – 5.

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

Student attendance hours need to be logged on the attendance screen on the OLS and should be entered on the day the work was performed. Select the courses for the lesson completed, adjust the K¹² estimated lesson time, add any supplemental/offline time, and click "Submit" to enter the attendance time.

5. 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.

6. How much attendance may I log each day?

You may log the actual number of K¹² and supplemental and/or offline work hours, up to 10 hours per day, per state law.

7. 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 may need to add the hours for you. Contact your teacher and s/he will guide you in entering supplemental hours.

8. 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 to know the exact hours you need to log.

9. Can more than 920 hours be logged?

Yes, however the hours can only be used for one school year.

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

Class Connect: Synchronous versus 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. This means that they will attend all of the required live sessions that are scheduled. 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 Reading and Math
- 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. In order to be an Asynchronous Learner, the following criteria must be met.

- Maintain expected course progress in Reading and Math
- Complete all required assessments
- Demonstrate mastery of grade level standards

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 (<http://ohva.k12.com>) to offer resources for difficult issues such as bullying, suicide prevention, mental health issues, substance abuse, grief and loss, 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 (HS), advisor (HS), or teacher (K-12) during a crisis need.

Family Academic Support Team (FAST)

The Ohio Virtual Academy is happy to provide a Family Academic Support Team (FAST) for our OHVA families. Upon your enrollment you may be contacted by a member of the FAST 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 FAST staff member for the first few weeks of your enrollment with OHVA as an extra support to you. This FAST 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 log attendance, and how to participate in our electronic classrooms (Blackboard Collaborate). The FAST 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 in our program or truancy, your child's teacher or advisor may refer you to our FAST staff so they can provide more intensive support for you. A referral to FAST is not punitive; again this team is in place to offer support to you. Working with a FAST member, you will develop a Back On Track (BOT) plan that will help facilitate success. When working with a FAST member with a BOT in place, your student is considered to be on a Tier 2 level, with the general school population being Tier 1. Your FAST 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 BOT, your FAST staff member will escalate your student to a Tier 3 level and assign family engagement points (FEPs). The purpose of the family engagement points is to provide additional accountability to you and your

student. Your job is to keep those family engagement points. You do this by ensuring your student completes all the items on his BOT plan. If your student does not complete items on the BOT plan, the family engagement points will be removed. A student typically begins with ten (10) FEPs. If your student loses all ten (10) FEPs, he will be escalated to Tier 4 and truancy withdrawn from OHVA. Please know it is always the FAST's purpose and goal to support you and your student and provide assistance to foster 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. ([hyperlink](#))

MAP/ NWEA Assessments

Students in grades 3 - 8 will take the MAP assessment in reading and mathematics two times each year. This assessment will be taken virtually by appointment with the assigned teacher. MAP is adaptive and adjusts to your child's learning level determining what they have learned and their academic learning path moving forward. 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 K¹² curriculum may be made during the school year. 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. If students are working above grade level, we will require that the grade level Study Island lessons in that particular subject also be completed. This helps the teacher and OHVA know that your child will be successful in the next course.

- 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)
- Study Island lessons are completed in the course being requested
- 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 take High School level courses for credit in the following areas: Math, English, Science, and Foreign Languages.

Requirements are as follows:

In order to take Math, English, and/or Science courses, 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. Final determination will be made by the Middle School Principal.

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 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). Ohio Senate Bill 210 requires all public schools to evaluate all high school students once during grades 9-12 as required by the Ohio Physical Education Standards. Students who take a physical education course may be required to attend a face to face outing or submit a video that meets the requirements. Parents and students will be notified and sent information in advance of any required face to face meetings or submissions of videos.

Progress Reporting

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 K¹² Curriculum, such as Mastered, Complete, and Incomplete.

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 (only used in art and music)

I = Incomplete (subject will carry over to the next school year if the student continues enrollment in OHVA)

The following course completion percentages will be used to determine progress letter grades on end-of-year progress reports. Study Island and assessment completion are also included in the grade level requirements, and are calculated into course completion. Your homeroom teacher will inform you of your child's grade level specific requirements for promotion.

Math, Language Arts, History and Science (based on core lessons, optional lessons not required)

100% = M

90% to 99% = C

89% and below = I

Art and Music

100% = M

90% to 99% = C

30 to 89% = P

29% and below = I

Special Note: Based upon an overall consistent progress in the OLS core subjects, the determination will be made for advancement in Art & Music throughout the year at the discretion of administration and teacher. 30% completion will show on the child's progress report (P), but the course will continue in the child's online school for the following year.

- For any student who is behind in the critical content area(s) of language arts and/or mathematics completion in art and/or music may be greatly reduced or even temporarily suspended so that the student may focus on critical content. In these cases, teachers and parents may discuss the final letter grade(s) in art and/or music, with the teacher making the final determination.

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 Progress

- *Variations in progress reporting, including traditional letter grades may vary by grade grouping (K-2, 3-5, and 6-8.)*

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 the 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, students who fail to take one or more of the required grade level tests for two consecutive years will be withdrawn from OHVA, and may be denied enrollment in any other eSchool.

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 > Testing

Student Code of Conduct

Refer to Appendix A for the complete Student Code of Conduct.

Study Island - Achievement Assessment Preparation

All OHVA students have access to a computer-based Internet test preparation program called Study Island. Study Island is designed to help students master Ohio's Learning Standards specific to their grade level. Study Island's focus on the Standards enables students to improve their performance in all skill areas tested on state assessments. All K – 8 students are required to work consistently in Study Island. Your child's participation in Study Island is reviewed weekly by your child's teacher. Study Island appears as an "attendance only" course on the OHVA Online School. Please see Appendix C for more information on Study Island.

Supplemental Hours

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

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 logging into classes **and** completing coursework or working within supplemental resources. 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 daily.

Ohio Virtual Academy is responsible to enforce 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 daily 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 or supplemental resources. In order for OHVA to demonstrate that a student is attending school, a student’s progress must match the attendance recorded. Each lesson requires approximately 60 minutes of attendance. Since OHVA does not see students interacting with the curriculum face to face, we monitor attendance based on progress made in the curriculum, online Class Connect sessions attended, recorded offline work, assessments completed, writing assignments and other supplemental resources. There must be evidence of learning in order for OHVA to consider the attendance hours valid. If an OHVA teacher (K-8) 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. Not only is there a direct correlation between attendance and student achievement, OHVA's operational funding is based on each student’s achievement of the required 920 hours of attendance. OHVA’s kindergarten program is half-day and 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 by the last day of the school year in order for us to receive full state funding. K – 8 students must also show completion of at least 90% of the required percentage of the curriculum by the end of the year in order for achievement to match the attendance requirement.

We understand that every student is unique and may learn at a different pace however it is expected that all students complete lessons daily, attend online Class Connect sessions, and complete all diagnostic and benchmark assessments.

If the student is going to be out (not logging in) for more than one day, the academic advisor and/or (K-8) classroom teachers must be contacted in advance. One week prior to the absence is the general expectation (see examples below). If the reason for the absence falls outside of the “reasonable” situations set forth below, the academic advisor (HS) or teacher (K-8) 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

High School Students:

The principal reserves the right to verify such statements and to investigate the cause of each individual absence or prolonged absence.

- Students whose absences are excused for one of the above reasons will be permitted to make up all school work missed with no loss of credit. However it is the responsibility of the student to arrange make up assignments/times with his/her teachers.

- Unexcused absences are those which are not based on any of the conditions listed in the previous paragraph. **Students who are absent from school on an unexcused basis will not be permitted to make up work missed on the date(s) of the unexcused absence.**
- **Reporting of Absences** – A parent should immediately notify the teachers and the student's academic advisor of an unplanned absence through email. If a parent does not communicate the absence immediately, the student may not be allowed to make up missing work. Students may not be able to make up missed quizzes and tests unless the absence has been verified by a parent by phone or email.

In the case of a planned absence, a parent must notify the teachers and the academic advisor at least one week in advance and the student will be expected to work ahead on all assignments and turn in the assignments before leaving for the planned absence.

It is important to note that 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 (High School), communicate with teachers (K-8) and academic advisors (HS) regarding any planned vacations or illnesses that may be misinterpreted as truancy. Contact with the academic advisor (HS) or teachers (K-8) 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 (HS) or teacher (K-8) within 24 hours. Computer problems are not valid reasons for seeking extended time on assignments or test due dates (HS) or as a reason why a student has not been working in his/her assigned courses (K-8), unless the student and learning coach can provide evidence of having sought assistance from K12 Tech Support by providing the Technician's name and ticket number through email to their academic advisor (HS) or teacher (K-8).

If you are having connectivity issues with your Internet provider, contact the provider immediately. Again, seek the name of the customer service representative and make note of the intended action to be taken on the part of the provider. Make a note of the expected time line for a resolution. Is there a ticket number? If so, record this number and provide it to your academic advisor (HS) or teacher (K-8) within 24 hours through email or by phone. In order to stay on target with assignment due dates, all students are expected 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.

1-8 Students: 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 50 missing hours. Kindergarten students

are considered truant at 25 missing hours. 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 accumulating to **105 missing hours**, as well as habitual truancy over the course of the year, **results in an automatic withdrawal from OHVA**. A written notification of truancy will be issued at the 50 hour unexcused absence mark for 1-8 grade students, 25 hour unexcused absence mark for Kindergarten students. The student will not be considered for reenrollment into OHVA until they have withdrawn for one complete school year. (Example: If a student is withdrawn in December of 2014 the student would not be considered for reenrollment until the 2016-2017 school year.)

High School Students: 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, **AND** the student does not log into the OLS to complete assignments and attend class at 25 missing hours. Attendance hours may only be counted for actual learning time. Continued truancy accumulating to **105 missing hours**, as well as habitual truancy over the course of the year, **results in an automatic withdrawal from OHVA**. A written notification of truancy will be issued at the 25 hour unexcused absence mark. The student will not be considered for reenrollment into OHVA until they have withdrawn for one complete school year. (EX. If a student is withdrawn in December of 2013 the student would not be considered for reenrollment until the 2015-2016 school year.)

In accordance with OCR 3321.13 Parents or Guardians of students withdrawn from OHVA for truancy reasons can request a meeting with the Head of School to discuss concerns and withdrawal.

OHVA does not permit sudden and excessive submission of attendance hours. Attendance cannot be recorded if the student did not complete any K¹² lessons, Study Island lessons, USA test prep work, 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.

K-8

- 1 K12 lesson= approximately 1 hour of attendance
- 1 Class Connect Session= approximately 30 - 60 minutes of attendance
- 1 topic Study Island= approximately 30 minutes
- 1 Reading Eggs lesson= approximately 30 minutes (K-2)

(Additional time will be allowed per lesson if the student is struggling academically. Those students in Tier 2 and Tier 3 as well as Special Education students that **are** attending small group, one on one Class Connect sessions, or scheduled sessions with their Intervention Specialists will be granted additional time to work within a lesson.)

9-12

- 1 K¹² lesson= approximately 1-2 hours of attendance based on assignments
- 1 Class Connect Session=approximately 1 hour of attendance
- 1 USA test prep assignment – approximately 30 minutes (Additional time will be allowed per lesson if the student is struggling academically. Those students in Tier 2 and Tier 3 as well as Special Education

students that **are** attending small group, one on one Class Connect sessions, or scheduled sessions with their Intervention Specialists will be granted additional time to work within a lesson.)

Academic Probation Policy:

High School students may be placed on Academic Probation based on academic performance. Students failing three or more classes will be identified and reviewed for possible Academic Probation. If a student is placed on Academic Probation, an individualized plan will be implemented and students will be monitored closely to ensure academic success. The goal of Academic Probation is to assist students in becoming successful at OHVA and to make progress toward graduation.

The state of Ohio has a zero tolerance policy when it comes to violent, disruptive, or inappropriate behavior which includes excessive truancy.

A habitually truant student has:

- A) 5 consecutive unexcused absences
- B) 7 unexcused absences in one month
- C) 12 unexcused absences in one school year

A chronically truant student has:

- A) 7 consecutive unexcused absences
- B) 10 unexcused absences in one month
- C) 15 unexcused absences in one school year

OHVA has the right to file a complaint with the juvenile court alleging that student is habitually truant or take action according to its habitual truant intervention plan. If a complaint is filed, the court process will determine what action, if any, is taken against the student and/or parent.

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 some or all of the following steps;

1. The IEP team may meet to review the IEP to make sure that the specific needs of the student are being addressed.
2. The IEP team may meet to discuss the truant behaviors and possibly amend the IEP to accommodate for any concerns
3. The IEP team may 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.

USA TestPrep Grades 9-12

USA TestPrep is used for instruction and assessment; the grades for these assignments will be available in your student's Gradebook within the course, and is an integral part of the course. Your student can use this program from any computer with web access. USA TestPrep is fun and easy to use. It provides many features that will help your student succeed. Throughout the year, he/she will be able to access a variety of tests, practice activities, games, and videos designed to keep him/her learning and preparing for the Ohio High School state-required tests. For additional information refer to Appendix

Withdrawal Process

Parents who decide to withdraw their student from OHVA will be contacted by their student's teacher to ascertain the reason for withdrawal. The parent must confirm the public, private, or homeschool the student will be attending following withdrawal from OHVA. All attendance hours and progress should be recorded in the Online School through the last day of enrollment.

The fact of the withdrawal and the reason for it will be immediately transmitted to the Head of School. The Head of School will proceed in accordance with Ohio law. The Head of School, or their designee, will communicate the withdrawal of the student to the superintendent of schools of the district in which the child resides. K12 will send pre-paid shipping labels to help expedite the return shipments, and the supplied computer hardware and materials must be returned in a timely manner.

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, evaluation, 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 Special Education Manager or At Risk Services Coordinator.

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 Special Education Manager and 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. 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 work closely with parents to set these services up for students who qualify however, final staffing decisions remain the discretion of the school.

Title I

As a 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, 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. 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 Language Learners (ELL)

English Language Learner Program

Ohio Virtual Academy supports students identified as English Language learners (ELL) by providing language instruction that supports English language acquisition for academic success. If families have questions about ELL services for a student or language support for parents/guardians, please speak with a teacher or administrator, or contact us at ell@ohva.org.

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 an effort to determine and provide comprehensive support for all students, it is necessary that parents provide the school with all documentation, including any medical history that identifies a diagnosis or federal and state guidelines for identifying students with special needs and providing all students with educational support. It is urgent that the above information is submitted early in the year or when the child first enrolls at OHVA. 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.

Activities

Face-to-Face (F2F) Meetings

State regulations require that students in eSchools have face-to-face contact with teachers. OHVA requires that students have four (4) F2F contacts during the school year, ideally one each quarter. Meaningful face-to-face opportunities include any in-person activity hosted by OHVA staff, such as school-wide events, test sessions, meetings, and teacher-sponsored outings. Face-to-face contacts may be between your enrolled child and any OHVA staff member. It is the parent's responsibility to ensure that the required number of face-to-face contacts takes place.

Visit the Online Calendar regularly to locate F2F activities. www.localendar.com/public/ohva. OHVA families are invited to attend any OHVA outing in the state. 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. For a more detailed view of school events offered during the year, refer to Appendix G.

To report your student's F2F activities after attending an OHVA event, refer to the instructions posted to the [online calendar](#) within each event. Attendance hours for school events should also be entered in the Online School.

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 Involvement

Parent Involvement Policy

Part I: General Expectations:

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, and parents of migratory children, 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 involvement policy components.

- ***Ohio Virtual Academy will take the following actions to involve parents in the joint development of its district wide parental involvement plan under Section 1112 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, K-Mail, 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 involvement 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 Feedback Forum)
 - Message via K-Mail to keep parents informed of academic support opportunities
 - Communicate the importance of parent involvement
 - Conduct parent orientations
 - Conduct formal surveys regarding parent/student satisfaction with the school's operations, academic, and instructional programs
 - Review parent involvement policies yearly
- **The Ohio Virtual Academy will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following programs, when applicable:** Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs.
- **Ohio Virtual Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of OHVA. The evaluation will seek to identify barriers to parental involvement. Particular attention will be given to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. OHVA will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise (if necessary and with the involvement of parents) its parental involvement policies.**
 - Conduct annual Title I online information meeting (Family Feedback Forum)
 - 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 involvement policies and programs
 - Provide Parent Involvement information using school communication tools and at various school activities when appropriate
 - Conduct virtual parent forums to review program improvements
 - Ensure that communication for English Language Learners (ELL) 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*
 - *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:*
 - *Conducting parent support sessions around pertinent educational/parenting topics for student achievement/development*
 - *Facilitating a parent advisory group (Parent Advisory Council - PAC)*
 - *Promoting K12 Parent Workshops – Learning Coach University sessions*
 - *Conducting face-to-face welcome sessions 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 Parent Advisory Council (PAC)

The OHVA Parent Advisory Council is comprised of dedicated parent volunteers who serve parents and school staff. Their mission is: To serve Ohio Virtual Academy families as liaisons by communicating suggestions and needs to staff, and to support a unified school community by promoting parent engagement in school programs.

OHVA Parent Advisory Council Goals:

- **Parent Liaisons:** To represent the needs and concerns of parents and Learning Coaches to the school administration.
- **School Choice:** To assist OHVA parents with engaging their state and national legislators to support OHVA's continued option as a public school choice in the state of Ohio
- **Parent Support:** To foster a supportive school community which offers strategies to help Learning Coaches succeed in OHVA and strengthen student academic growth.

The PAC welcomes your suggestions and comments. Members may be contacted individually, or you may

email the committee at PAC@ohva.org.

To become Parent Advisory Council members, parents should be engaged Learning Coaches, and receive a teacher recommendation. For information about serving as a PAC member, contact Susie Ebie via K-Mail or email at sebie@k12.com.

OHVA Boosters

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 activities, promoting school spirit, and mentoring new families. Visit www.tinyurl.com/BoosterSignUp to join. If you have questions about Boosters contact Susie Ebie at sebie@k12.com.

Appendix A – Student 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:

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 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.
- 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 sent to you privately.
- 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, teachers, 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 (K-Mail, ClassConnect, 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

Confidentiality

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.
 - Do not agree to meet in person anyone you have met only on the internet and who is not affiliated with the OHVA. 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.

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.

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.

Testing

State achievement testing (Ohio Achievement Assessment, Ohio Graduation Test - OGT) or any other form of diagnostic or standardized testing is required for all students enrolled in OHVA. Failure to test places OHVA at risk and will jeopardize the student's continued enrollment in OHVA.

Monitoring K-Mail, 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. K-Mail 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:

- A. conform to reasonable standards of socially-acceptable behavior;
- B. respect the person and property of others;
- C. preserve the degree of order necessary to the educational program in which they are

- engaged;
- D. respect the rights of others;
- E. 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:

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

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.

A **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.

B **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.

C **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.

- 1 **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.
- 2 **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.

D **Parental Notification:**

- 1 **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.

Cheating

A student who participates in using, copying, or providing another student with any test answers or answer keys or another person's work, representing it to be their own work, is guilty of unacceptable conduct. In addition to this, it is considered cheating if a student uses his/her parent's OLS account to log attendance, inappropriately access assessments or answer documents.

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:

1. 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;
2. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
3. 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.

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

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 R.C. 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 parent 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:

- A. 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
- B. possessing, selling, or offering to sell controlled substances on property owned or controlled by the school or at a school-related activity
- C. 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 occurs

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

Appendix B - Supplemental Hours

What Counts for Supplemental Hours?

1. 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:

- 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?

You may use the same guideline for Physical Education supplemental time of 36 to 72 hours per year (for 1-12 grades) for these categories.

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

Yes! Make sure you add in attendance time spent using instructional tools.

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 C – Study Island

Study Island is designed to help your child master Ohio’s Learning Standards specific to your child’s grade. Study Island’s focus on the standards enables students to improve their performance in all skill areas tested on Ohio’s tests, which leads to improved performance.

For Study Island Tech Support Phone: 1-800-419-3191 Option #3 or

Email: support@studyisland.com

Do Not Call K12 Tech Support for Assistance with Study Island!

FAST FACTS

- *Every student has his/her own username and password.*
- *The program is divided into sections based on subject. Ohio Virtual Academy students will have access to those subject areas in which they will be assessed.*
- *Priority lessons will be assigned to students by the students’ teachers*
- *Each section is made up of topics, each of which corresponds to the Ohio New Learning Standards.*
- *Each topic contains lessons, practice questions, and explanations.*
- *Most topics are accompanied by a lesson which includes some brief information about the material covered by the questions in the topic.*
- *We recommend that students view the lesson before beginning a topic.*
- *Students will complete checkpoint assessments that are based on the priority assignments from their teachers*

EXTRA INFORMATION

- *Study Island records all student activity and makes this information available in the form of reports. These reports can be accessed by clicking one of the report links located in the menu bar on the left hand side of the screen. (Click on My Reports)*
- *There is a Game Mode that may be accessed in Session Options. The default setting is the Test Mode, so in order to play games; the Game Mode must be selected from the list. Students must maintain a 60% passage rate on all questions attempted from all topics to access game mode.*
- *In Session Option, you can also print worksheets for extra practice.*
- *A warning icon beside a topic means the student had problems mastering this section and needs additional help.*
- *A dropdown icon under a topic means the student had problems and there is a remedial lesson called a “building block lesson” available.*

GETTING STARTED

You can access Study Island from any computer with an Internet connection and a standard web browser.

Because it is a “low frills” website, it works equally well with both dial-up and high speed connections.

STUDY ISLAND’S WEB
ADDRESS IS:
www.studyisland.com

Your student’s **login name** is in the following format: **student ID#@ohva** (Example: 123456@ohva)

The **initial password** is: **ohva**

Once you are logged in, it will ask your student to change the password. Click on “My Profile” to change a password. Please write down the new password and put it in a safe place.

Now, enjoy spending time on Study Island!

I’VE SIGNED IN, NOW WHAT?

- After signing in on Study Island click on the assignments that are listed on the student page. If no assignment appears students have the option to go to any lesson and subject by selecting a subject area by clicking on the appropriate subject tab
- Students are not required to complete all lessons, only those lessons that are assigned to the students by their teachers.
- To pass a topic, you must satisfy the topic’s passing requirements which are based on a minimum number of questions answered and a minimum percentage correct. (usually 70%) A blue ribbon (grades K-8) is displayed next to all passed topics. Click on the blue ribbon or passport stamp icon to print a certificate for the student.

Appendix D - USA TestPrep Grades 9-12

USA TestPrep is used for instruction and assessment; the grades for these assignments will be available in your student's Gradebook within the course. It is not an "extra requirement" for this course. It is an integral part of the course. It will help us to more accurately acknowledge what your student is learning so that we are better able to instruct your student in his/her course.

Your student can use this program from any computer with web access. USA TestPrep is fun and easy to use. It provides many features that will help your student succeed. Throughout the year, he/she will be able to access a variety of tests, practice activities, games, and videos designed to keep him/her learning and preparing for the Ohio High School state-required tests.

The link to this program will be posted in your students' classrooms, and teachers will provide full instructions about when and how to access assignments.

How do students access USA TestPrep?

1. Go to www.usatestprep.com
2. Enter the account ID: **ohiovirtual12** (if asked for a student activation code type: **stu7957**)
3. Enter your username: It is your **Student ID Number @ohva** —example: *007@ohva* (Do not share your login information with anyone)

Important Note: If a student's ID# has less than 6 digits, zeros will be added to the student's ID# to make it have six digits, and it should be used as the student login user ID.

Example: student ID number is 4567, the student's USATP login username will be 456700.

4. Enter your password: **your first name followed by the last 3 digits of your student ID Number/Username**. If a student has less than 6 digits in the ID number he/she will need to include the zeros added to the end of the username. (you may change your password after you log in for the first time)
5. If you have questions about using this site, please view the many instructional videos available from the "**Need Help?**" link in the top right corner of the site. Additionally, your student's Advisor will be available to provide needed assistance.

High School Courses include in USA TestPrep:

Test Name:

OGT Science, OGT Social Studies, Common Core Eng. 1, Common Core English 2, Common Core Algebra 1, Common Core Algebra 2, Common Core Geometry, Common Core Integrated Math 1

Support:

USA TestPrep Toll-Free Help Line: 1-877-377-9537

www.usatestprep.com

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Appendix E – 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.*

Appendix F – Powerspeak¹² World Language

The Powerspeak¹² world language series 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.

Powerspeak¹² Reference Sheet for Ohio Virtual Academy Families

No OHVA Teacher Support

The Powerspeak¹² world language 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 Powerspeak¹² at:

1.800.596.0910
services@powerspeak.c
om

Placement Based on Grade Level

Powerspeak¹² 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 Powerspeak¹² with the Microsoft Internet Explorer browser. It also works well with Mozilla Firefox, but we view Internet Explorer as the approved 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

Call or email Powerspeak¹² at

1.800.596.0910
services@powerspeak.c
om

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 powerspeak¹²

To access Powerspeak¹², families must first login to the OLS with a student account user name and password. To create a student account, parents must:

- 1 Login to the OLS with the learning coach user name and password.
- 2 Select **My Account** in the upper right-hand corner of the screen.



3. On the My Account page, parents are able to create a student account by selecting the blue **Edit** button in the Student Accounts box.
- 1 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 **Powerspeak¹²** on the side of the screen to access their world language if enrolled in a world language course.

Basic Features of powerspeak¹²

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 powerspeak¹² the amount of time will be much shorter than that. Students should expect to spend

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.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none">Getting Started VideoWelcome to Spanish!AdvisorAdvisor: Adventure StoryAdventure StoryAdvisor Intro: VocabularyIntro to GreetingsGuess and Confirm	<ul style="list-style-type: none">Vocabulary: GreetingsDrag & Drop: GreetingsVocabulary PicksIntroduction to Sancho and BolsaSancho and Bolsa 1.1Sancho and Bolsa QuizSancho and Bolsa 1.2	<ul style="list-style-type: none">AdvisorMission to Isla de ProvidenciaWord MachineVocabulary CompletionAdvisor Intro: GrammarGrammatical TermsGrammar Check: Parts of SpeechA Closer Look at Subject Pronouns	<ul style="list-style-type: none">Drag & Drop: Subject PronounsIntroduction to PatternsSentence Comparisons: tú and ustedGrammar HunchesPattern: Tú and UstedGrammar Check: Tú or UstedAdvisorSancho and Bolsa 1.3	<ul style="list-style-type: none">AdvisorVocabulary BlanksQuestion TimeGrammar Check: Subject PronounsThe Spanish Alphabet: ReferenceThe Alphabet: ReferenceSpell your name
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none">AdvisorSancho and Bolsa 1.4Sancho and Bolsa: Quiz	<ul style="list-style-type: none">AdvisorDrag & Drop: GreetingsWord Mine: Greetings	<ul style="list-style-type: none">Conversation Station IntroductionConversation Station	Quiz today! <ul style="list-style-type: none">Unit ReviewUnit QuizOral Quiz	Quiz today! <ul style="list-style-type: none">Written AssessmentOut of Seat Activities

Info – students/parents can watch a tutorial about what the site has to offer.

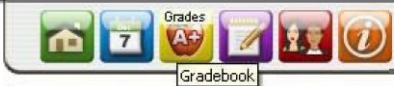


This little animation on the first day will help familiarize anyone with the structure of the powerspeak¹² courses. It’s useful both for those students and families using the courses with a teacher, and those using the courses without a teacher. Because it must serve all audiences, you’ll hear references 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.

Grades-feature allows students and parents to view progress.

Middle School Spanish Year 1A



Section	Middle School Spanish Year 1A
Total Points	0 / 1237 (0.0%)
Grade To Date	0 / 0
• All Assignments	159

Progress

10

20

Lesson	Assignment	feedback
2	Sancho and Balsa Qu1z	
6	Sancho and Balsa: QUJz	
6	S1mul-s1ng Self-Assessment	
6	D1toes Qu1z	

Appendix G - School Events and Activities Overview

All F2F OHVA Activities are found on the online calendar at 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>Meet OHVA – Meet the Teacher Events: 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>Back to School Picnics: 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>Literacy Days – Academic events to celebrate reading and writing!</p> <p>Math Mania - Academic events to foster math critical thinking</p> <p>OHVA at DC – Washington, D.C. trip for students in grade 8 – 12 grades, alternating years.</p>
Winter	All	<p>Spelling Bees for K-8 students</p> <p>School Choice Week/Winter Fun Events – Support school choice at fun winter activities.</p> <p>Science Project Judging (grades 6-12) – individually planned science project judging to enable serious science students the opportunity to advance to district and the state science fair.</p>
Spring	All	<p>Student Expos – student displays and projects of learning achievements</p> <p>Outdoor School (camp) , 5th-8th grades, April, scholarships available</p> <p>Year – end celebrations and gatherings: Look for recognition events, and casual outings to celebrate a great year.</p> <p>8th Grade Recognition Ceremony</p> <p>OHVA Graduation Ceremony</p>
Semesters 1 & 2	All	<p>Teacher Outings</p> <p>Teachers will host a variety of outings for students. These may be educational, social, or both. Some teacher outings will target certain grades. 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.

After attending an OHVA event or outing, record your student’s F2F. You may find instructions on the [event calendar](#).

Connect with other parents and families at Booster-led Family Activities at www.localendar.com/public/ohvaparents.

To access K12 National Club information: <http://www.k12.com/k12-student-clubs/>.

To view OHVA High School Club information: <http://ohvahsa.webs.com/club-directory>.

Ohio Virtual Academy

Handbook Acceptance Agreement

Both students and parents are expected to read the handbook carefully, then each click the link below in order to verify you have read, understand, and will abide by the rules of the school. Both student and parent need to provide **last name** and **student ID number** (found in *MyInfo*), and choose “**yes**” to digitally indicate your acceptance, and then click “**submit.**” Thank you in advance for your compliance with this requirement.

<https://www.surveymonkey.com/r/OHVAHandbook>

These policies shall be made available in the Student/Parent High 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.

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*The High School Handbook is available separately.