



School Handbook

2025-2026

[Handbook Link](#)

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

OHVA School Handbook 2025-2026

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 and Workforce.

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2025-2026 Academic Calendar

August 18, 2025

First Day of School

September 1, 2025

Labor Day *

October 10, 2025

Fall Break

October 20-23, 2025

3rd Grade Fall State Testing (ELA)

November 26-28, 2025

Thanksgiving Break*

December 2-12, 2025

Grades 10-12, End of Course (EOC) Testing

December 22, 2025 – January 4, 2026

Winter Break*

January 9, 2026

Semester 1 Ends

January 12, 2026

Start of 2nd Semester

January 19, 2026

Martin Luther King, Jr. Day *

February 13-16, 2026

Presidents' Day (extended)*

February 25-28, 2026

ACT State Testing, grade 11 only

March 23 - 27, 2026

Spring Break*

April 3, 2026

Family Day*

April 6 – May 11, 2026

**Spring State Testing, grades 3 – 12

May 25, 2026

Memorial Day*

May 29, 2026

Last Day of School

Last Day to Log Student Attendance

May 31, 2026

High School Graduation

**Holiday – OHVA Office Closed/Teachers Not Available*

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

Ohio Virtual Academy (OHVA)

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

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

Non-Discrimination Notice

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

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

Title IX Coordinator: Shana Van Grimbergen
1690 Woodlands Dr., Suite 100
Maumee, Ohio 43537
Email: svangrimbergen1@k12.com
Phone: 419-482-0948 ext. 7293



OHVA Vision & Purpose Statement

Our Approach: Student-centric. Innovative.

Our People: Passionate. Engaged.

Our Students: Inspired. Empowered. Educated.

Culture

Embrace the differences of all students
Collaborative
Shared leadership
Mutual trust, respect and value
Supportive

Standards

Driven by student success
Individualized
Clear communication and expectations
Ongoing reflection and improvement
Policies and procedures to establish a
Safe Environment

Community

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

Support

Learning Coach Academy
Professional Development driven by data

OHVA Statement of Belonging

OHVA and its staff are committed to deepening their understanding of its families and cultivating communication with them, regardless of race, ethnicity, gender, etc. It is critical that our organization functions with tolerance and inclusivity not only for students and business, but for our communities too. Our success stems from our culture of belonging, collaboration, and excellence. We appreciate your continued support on this journey of meaningful work.

OHVA Statement of Belonging

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The following person has been designated to handle inquiries and concerns,

Director of Special Programs: Johna McClure

Email: jmclure@k12.com

Academic Program

OHVA's academic program, which includes the K12 curriculum, teacher-led sessions and additional instructional resources, is designed to help your child meet or exceed state, national, and international standards. For an overview of the educational approach and curriculum, visit K12's website at:

<https://www.k12.com>

The Learning Management System (LMS)

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

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

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

Academic Prevention and Intervention Policy

OHVA's Academic Prevention and Intervention Policy establishes the classroom-based intervention services available to meet the instructional needs of a student as determined by the results of diagnostic assessments that demonstrate the student might or might not be at risk for academic success. Please refer to the Appendix to view the policy in its entirety.

Parent & Staff Expectations

Parent Responsibilities

Upon enrollment, parents/Learning Coaches are responsible to:

- *Provide continuous internet service and make sure the student has daily access to participate in Ohio Virtual Academy.*
- *Supervise and monitor student daily, to ensure they are in attendance and engaged in online classes, learning, and completing assigned schoolwork.*
- *Enter attendance time in the school system each day (5-6 hours per day as a required minimum).*
- *Provide transportation to mandated state testing and any other required face to face events*

- *Communicate with or respond to school staff in a respectful, courteous, and timely manner regarding my child's education, attend required meetings and conferences (IEP/ETR if applicable).*

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

School Work Expectations

Parents of students in grades K-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. High school students will be enrolled in 6 courses each semester and are expected to devote about 1 to 2 hours per day per course. Students must work at least 6 hours per day on their coursework. Although high school students are expected to be more independent learners, parents must stay actively involved in their high school student's academic program. Parents should refer to high school details for more information on expectations at the high school level.

The Online School and its curriculum allow for students to be challenged according to their mastery of skills. Most K-5 Learning Coaches and students spend 65% of their day online and the rest of their time working offline in workbooks, printed lessons, or other related activities. Middle school & High school students may spend between 80% and 90% of their time online. Submission of student assignments is required throughout the school year as assigned by teachers. This student work demonstrates consistent engagement and is part of the OHVA defined instructional activities to be used to confirm a student is "on track." Attendance documentation of online and offline work may be requested by the school, so a parent record or log is recommended. OHVA students are required to participate in all state diagnostic, achievement, and standardized testing, as required by the Ohio Department of Education and Workforce.

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

Parent/Learning Coach Compact

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

- *My role, which is vital for my student's academic achievement, is valued and respected among administrators, teachers, staff and volunteers at OHVA.*
- *I believe that my student has the ability to grow academically.*
- *I will abide by OHVA's policies and procedures as outlined in the OHVA School Handbook.*
- *I will maintain **continuous** Internet service and make sure my student has daily access to participate in the school.*

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

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

OHVA Teacher/Staff Compact

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

- *I believe that all students benefit from encouragement to maximize their academic potential and every student has the ability to achieve success.*
- *Strong academic achievement as measured by the Ohio State Assessments and progress within the K12 curriculum is a common goal for teachers, staff, students, and Learning Coaches.*
- *I understand that my priority is to provide direct academic support during school hours, and I will remain actively engaged with my students and Learning Coaches to respond to their individual learning needs and communications within 24 hours (email & telephone) in most cases.*
- *I will be an expert in my content area, the K12 curriculum, and relevant academic content standards for my assignment area, and courses for which I am Highly Qualified.*
- *I believe a strong and positive relationship between the administrator, teacher, staff member, student, and Learning Coach, through consistent and professional quality communication is fundamental to student achievement, student continuation, and increased parent satisfaction.*

- *I will be flexible, understanding, and supportive of students' and Learning Coaches individual needs for teaching accommodation and programmatic or curricular modifications to meet individual student learning needs.*
- *I will keep current and accurate documentation as I provide instruction based on student data, engaging class 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 student's academic team, and with my colleagues throughout OHVA.*
- *I will be knowledgeable of, implement, and abide by OHVA policies and procedures in the OHVA Employee Handbook and OHVA School Handbook, which include departmental practices.*
- *I will participate in regular and ongoing professional development opportunities to support the school's student academic improvement initiatives.*

Parent Concern Process

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

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

Teacher Assignments

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

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

Teacher, Staff, and Family Communication

Parent-Staff communication is a vital cornerstone to maintain the unique partnership between the school and parents. Teachers are the parents' first point of contact for academic questions in all grades. Advisors are the key point of contact for general support questions. The teacher or advisor is also an important link of communication from the OHVA administrative office to the parent. There are times, administration will choose to become a part of the communication team with staff, students and Learning Coaches. Administrative participation may be needed to provide real time action and resolution for the academic needs of the student. Administrative presence will help facilitate the process. Participation in all meetings and communications will be at the discretion of the administration.

Parents/Learning Coaches should contact the teachers or advisors first, and if no response has been received after 24 hours during the school week, they may contact principals before contacting other administrators. Administrators will reply in a timely manner, but parents should allow 48 hours during the school week for administrators to respond. Respectful, productive communication is expected parent to staff, and staff to parent.

Appropriate Communication

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

Threats will be taken seriously and forwarded to the appropriate law enforcement personnel. Parents/Learning Coaches are expected to maintain responsiveness to email, newsletters, and phone communications with the advisor, teacher(s), and the school. Professional, courteous two-way communication is always encouraged.

Harassment/Discrimination Prohibited

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

Lead Title Coordinator: Shana Van Grimbergen

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

Email: svangrimbergen1@k12.com

Address: 1690 Woodlands Dr. Suite 100, Maumee, OH 43537

Phone: 419-482-0948 ext. 7293

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

Enrollment & Student Records

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

- Enrollment form/online enrollment
- Enrollment Verification Form
- Copy of birth certificate
- Pertinent court orders pertaining to guardianship (ORC 3313.672), if applicable
- Proof of residency, as listed in ORC 3314.11(E) annually – https://ohva.k12.com/wp-content/uploads/sites/14/2024/09/24-25_por_guidelines.pdf
- Release of school records form
- Family income form (preferred) annually
- Achievement tests or other standardized test scores
- Previous school's report card
- Transcript from previous school (for high school students)
- Custodial paperwork, if applicable
- Special Education documentation (ETR, IEP, 504) if applicable
- Emergency medical authorization form
- Learning Coach Authorization, if applicable

Students and legal guardians(s) must physically reside in the state of Ohio to be eligible for enrollment. OHVA reserves the right to reject Proof of Residency documentation that does not comply with OHVA policy, to request clarification if the documentation is unclear, and to request updated documentation if the School has reason to suspect the student does not live in Ohio (please see the Proof of Residency Guidelines in the appendix of this handbook). Parents must also review and agree to the Parent Compact during the enrollment/registration process. Students enrolling in kindergarten must be five (5) years old on or before September 30th of the school year in which they are enrolling. To be accepted for enrollment in Ohio Virtual Academy a student must also be willing to complete ALL Ohio graduation requirements by their 22nd birthday. Any students who turn twenty-two (22) years old prior to the first day of school of the school year in which they are applying are not eligible for enrollment (Ohio Revised Code 3321.01).

All students must comply with the requirements of Ohio's state immunization laws (ORC 3313.671). There are available exemptions to the required immunizations for medical reasons or reasons of conscience, including religious convictions. If you choose to have your student exempted from immunizations, you must complete an exemption form, which will be placed in your student's health record. A medical exemption must be signed by the student's physician. An exemption for reasons of conscience, including religious convictions, must be signed by a parent/guardian. If there are any questions about the required immunizations, or where to get them, call your public health nurse at the

County or City Health Department. If the school does not receive documentation that the student has received the minimum number of immunizations, unless otherwise exempt, they shall be excluded, by state directive, from school on the fifteenth (15th) day after admission.

Upon enrollment approval, newly enrolling parents are provided with the essential information to help them prepare for the school year. This includes orientation information, social opportunities, ways to receive support and to engage in the OHVA community.

Re-Entry Policy

Students withdrawn according to the requirements of House Bill 409 and 410 are not eligible for re-entry until two full academic years have passed from the time of the withdrawal from Ohio Virtual Academy.

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

Change of Address:

Parents/Guardians are required to notify Ohio Virtual Academy any time there has been a change of address. In order for the change to go into effect, Proof of Residency is required in the legal guardian's name. ** https://ohva.k12.com/wp-content/uploads/sites/14/2024/09/24-25_por_guidelines.pdf

Access to the online form may be found here:

<https://admin.schoolinfoapp.com/appcontent/1905/formviewer/37203?safeld=d093f943a5e440a78dc28a2e07685ae7>

Parents should also notify their advisor of any of the following changes:

- *Student Name (legal documentation required)*
- *Legal Guardian (legal documentation required)*
- *New Address (proof of residence required)*
- *Move in Date*
- *Phone Number*
- *Shipping/mailing address*

Ohio Virtual Academy asks all returning families to verify their home address in our system during re-registration and throughout the school year. Residency Records will be reviewed on a monthly basis throughout the year. All returning families are required to submit a new proof of residency document annually (via our online form) as well. These documents must be dated no earlier than July 1st of the current year.

If the address on file is different from the current address being submitted, a change of address request via our website is required. Proof of residency must comply with OHVA's Proof of Residency Guidelines.

Consistent residency within the state of Ohio is required throughout the school year and students are required to be physically present in Ohio while the school year is in session. Your advisor should be

made aware of any extended travel outside of Ohio and such travel shall be reviewed by OHVA Administrators to ensure it aligns with state and school requirements.

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 Learning Management System (LMS) username and password with any unauthorized individuals. In any case where a parent or teacher believes the security of the LMS has been compromised, the parent should use the tools provided in the LMS 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 student's privacy, OHVA restricts access to students' personally identifiable information.

Student records shall be available only to students, and their parents, eligible students, designated school officials, and designated school personnel, who have a legitimate educational interest in the information, and to other individuals or organizations as permitted by law. The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older, or a student of any age who is enrolled in a postsecondary institution. Parents requesting records access to their student's records, if the student is over the age of 18, must request permission. For further information, the parent may contact the Records Department at OHVA. Student will become an "eligible student" upon their 18th birthday and will afford all rights to their school records at that time. When a student turns 18, the rights to access records will transfer from the parent to the student.

Both parents shall have equal access to the student's academic record 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 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 educational records. These rights are:

- *The right to inspect and review the student's educational 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.*
- *The right to request an amendment of the student's educational records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the Head of 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.*
- *The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the governing board; a person or company with whom the school has contracted to perform a special task (such as an administrator, attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill their 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.*
- *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 is:*

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

The Board of Trustees hereby authorizes the administration to:

- *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.*

- *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.*
- *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.*
- *Forward student records, including disciplinary records with respect to and current suspension and expulsion, upon request, to a private or public school.*

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

a. 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, and 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 record; (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.

b. 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 that are maintained

by OHVA. The Head of School may place certain conditions on such access consistent with applicable laws, regulations, and school policies.

c. 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.

d. 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 students 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 maybe 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.

e. 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.

f. 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 five (5) school days of request. Records may not be withheld by the

school unless there is two thousand five hundred dollars or more of outstanding debt attributed to the student. The school shall not withhold records related to a student's expulsion under division (B)(6) of section [3313.66](#) of the Revised Code due to outstanding debt attributed to the student.

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. All requests for records should be submitted via <https://ohva.justfoia.com/publicportal/home/newrequest>.

g. 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.

h. Disclosure for Purposes of Marketing or Selling Information

OHVA does not permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose). For purposes of this section, "personal information" means individually identifiable information including: (1) a student or parent's first and last name; (2) a home or other physical address (including street name and the name of the city or town); (3) a telephone number; or (4) a Social Security identification number.

Delinquent Child Policy- Sealed Records Policy

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

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

Maintenance, Submission and Non-Disclosure of Sealed Records

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

Permitted Inspections of Sealed Records

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

McKinney-Vento Homeless Assistance Act – Statement of Policy

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

Definition:

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

The term includes children and youth who are:

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

Responsibilities of Ohio Virtual Academy:

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

- Homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies.
- Appoint a homeless student district liaison responsible for the coordination of services for such children – OHVA’s homeless liaison is Heidi Ragar, hragar@k12.com
- 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 on the OHVA website and provided to parents upon enrollment.

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

- The immediate enrollment in school and accessing school services.
- Services of a school representative for assistance in obtaining immunizations, medical records, residency, guardianship, and other documents if needed.
- Providing special attention to the ensuring of enrollment and attendance of special programs of homeless students and unaccompanied youth not currently attending school.
- Informing parents, school personnel, and others regarding the rights of homeless children and youth through staff and parent development and by the dissemination of materials.
- Working with school personnel to ensure that homeless children and youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- Provide homeless children and youth with access to technology and proper materials to be successful in the adapted K12 curriculum.
- Helping to coordinate access to academic services for homeless children and youth.
- Collaborating with state coordinators for the Education of Homeless Children and Youth.
- Implementing educational services for which the child or youth meets the eligibility criteria such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar state or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency.

- Determine the best interest of the child or youth by assisting in the enrollment or placement of their school of origin, by considering the views of such unaccompanied youth and providing them with notice on the right to appeal.
- Provide professional development and awareness to Ohio Virtual Academy personnel and service providers on the effects of short-term stays in shelter and other challenges associated with homelessness.

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

The Ohio Department of Education and Workforce 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 of 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 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 the 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 regarding the school selection or enrollment.*
- *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 and Workforce, homeless education coordinator.*
- *The state homeless education coordinator shall recommend a decision for distribution to the parent, local superintendent, and OHVA liaison.*
- *Should the dispute continue, the final appeal is made to the State Superintendent of Public Instruction for review and disposition.*

McKinney-Vento Resources/References:

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

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

Missing Children

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

- The National Center for Missing and Exploited Children www.missingkids.com
- Team Hope – The mission of Team HOPE is to assist families with missing, exploited, and recovered children by offering peer support including empowerment, emotional support, and coping skills from a trained volunteer who has had or still has a missing or exploited child.
www.teamhope.org

- View additional information here - <https://www.ohioattorneygeneral.gov/Law-Enforcement/Local-Law-Enforcement/Ohio-Missing-Persons/Missing-Person-Resources/Missing-Persons-Resources>

Migrant Families

The Ohio Virtual Academy works closely with the Stride Enrollment Team and the Ohio Department of Migration to identify, immediately enroll, and educate any students who are identified as part of a Migrant family. Student eligibility is determined by the ODM via a weekly list sent of families self-identifying as potential Migrant families. The ODM conducts phone and/or face to face interviews to determine eligibility. If eligibility is confirmed, ODM works directly with the Migrant Coordinator at OHVA to ensure students are immediately enrolled. In addition, the ODM assists with the acquisition and transfer of school records and other compliancy documents. Once enrolled, English language learners are connected with ELL teachers and serve as a critical connection to ensure educational continuity. The Migrant coordinator ensures the EMIS coordinator has an updated list of Migrant students for state reporting purposes. In addition, the Migrant Coordinator offers ongoing training for staff in regard to the identification of potential migrant families. For questions or more info, please contact Heidi Ragar, Migrant Education Coordinator at hragar@K12.com

Foster Families

The Ohio Virtual Academy works closely with the Stride Enrollment Team to identify, immediately enroll, and educate students who are identified as foster students. Self-reported foster families are reviewed on a weekly basis from enrollment by the Foster Care Coordinator. Outreach is provided to families to obtain general information and assess any compliancy/documentation needs. Students are enrolled immediately and OHVA works in tandem with enrollment and the court system and/or Child Protective Services to secure documents as needed, both school and guardianship related. In addition, the Foster Care Coordinator offers ongoing training for staff in regards to the identification of foster students. For questions or more info, please contact Heidi Ragar, Foster Care Coordinator at hragar@K12.com

Military Families

The Ohio Virtual Academy works closely with the Stride Enrollment Team to identify, immediately enroll, and educate students who are identified as military connected students. Self-reported military families are reviewed on a weekly basis from enrollment by the Military Education Coordinator. Outreach is provided to families to obtain general information and assess any compliance/documentation needs. Students will be enrolled immediately, and OHVA works in tandem with enrollment and the Military Interstate Children's Compact Commission to secure documents as needed. In addition, the Military Education Coordinator offers ongoing training for staff in regards to the identification and service of military connected students. For questions or more info, please contact Heidi Ragar, Military Education Coordinator at hragar@K12.com

Materials and Technology

All instructional materials, including computer equipment and related hardware, are the property of Ohio Virtual Academy. Before the enrollment and acceptance of a student in OHVA, the parent must return a signed "Enrollment Verification" form to the school which includes the agreement for the Use of Instructional Property. Families should handle OHVA property with care and ensure an accurate inventory of these materials is maintained in the home. A maximum of 2 hardware replacements due to family/student damage will be permitted in a given school year. Additional replacement requests will be reviewed on a case-by-case basis and may be issued at the expense of the family. At the end of the school year, or upon withdrawal of a student from OHVA, instructions will be provided for returning materials.

Families are responsible for maintaining the school-issued hardware for daily schooling needs. In the event of computer/tech or broken equipment issues, the parent should contact K12 Tech Support at 866-K12-CARE immediately. It is the parent's responsibility to ensure the student continues to have daily access to the school learning platform.

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 their 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 their student is no longer enrolled in OHVA. K12 provides shipping instructions and labels for the computer return. If a family refuses an OHVA computer, students are still expected to complete all assignments and requirements for each class.

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

Computer Use Policy

Access to the Internet via computer equipment and resource networks provided to you as a result of your enrollment in OHVA are intended to serve and pursue educational goals and purposes. Communications and Internet access should be conducted in a responsible and professional manner

reflecting the school's commitment to honest, ethical, and non-discriminatory practice. Therefore, the following is prohibited:

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

Families may be held financially responsible for the negligent or willful destruction of school computer equipment, or for the non-return of school computer equipment upon withdrawal or graduation. In addition, should a student laptop supplied by OHVA be taken (by the police) due to illegal activities by the student/family and not returned, OHVA will supply 1 additional computer at no cost upon the recommendation of the police. Any additional computers/hardware due to confiscation will need to be supplied by the family.

Eyewear Safety

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

Fees

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

Internet Service Provider (ISP) Supplement

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

The Ohio Virtual Academy will provide a supplement to families of \$20 per month towards the partial costs associated with Internet access. The supplement period is from August through May.

Note: No family, regardless of the number of OHVA students, will receive more than \$20 per month.

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

Families must submit their internet bills online during the submission window provided each semester. Separate monthly bills should be submitted digitally online through the school website to qualify for each

month's supplement amount. Instructions can be found on the website. If the bill is not submitted within the planned submission time, the family will not receive a supplement for that semester. The address on the billing statement must match the current mailing address on file for the student(s) or Learning Coach, in the event that the student does not reside with their Learning Coach. Only one check per address, family, and Learning Coach will be issued.

Supplement payments are mailed twice a year:

- Within 10 weeks after the last day of Semester 1
- Within 10 weeks after the last day of Semester 2
- Late enrollment will result in a pro-rated/partial supplement
- Students must be enrolled through the end of the semester in order to be eligible for a supplement for that semester.
- Checks will be issued to the current Learning Coach on file.

Please email any questions to ISPSupplement@ohva.org

Internet Safety Policy

It is the policy of Ohio Virtual Academy to: (a) prevent 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, 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.

OHVA will provide additional recommended parental monitoring tools and recommends families contact their internet provider to block inappropriate websites and content on their local network

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

- *Safety on the Internet.*
- *Appropriate behavior while online, on social networking web sites, and in chat rooms; and*
- *Cyberbullying awareness and response.*

Student Expectations & Achievement

Advanced Learners

Ohio Virtual Academy (OHVA) has many advanced learners. The K12 curriculum is rigorous, broad, and offers optional extension activities in lessons. Students may be eligible to participate in OHVA activities such as National Honor Society to be challenged and inspired to achieve high academic standards.

Ohio Virtual Academy Early Entrance to Kindergarten Admission Policy and K-2nd Grade Level Acceleration

A child who does not qualify for entrance to kindergarten using the September 30th birthdate cutoff date as provided in ORC 3321.01, may seek admission through the following process:

Parent requests admission.

The student is identified as turning five years old after September 30th but before January 1st of the current school year.

An OHVA Kindergarten teacher schedules an appointment with the legal guardian to complete an early entrance assessment via an online classroom with the student. The OHVA Early Entrance to Kindergarten Assessment includes the Kindergarten AIMSweb+ Benchmark Assessment, kindergarten sight words, and a writing sample to determine if the student scores in the accelerated range. At OHVA we look for students to meet the Winter AIMSweb+ target in the fall administration and to meet the Spring AIMSweb+ target in the winter administration. Additionally, observations are made by the teacher during

the assessment to identify if the student is socially and emotionally ready for school as evidenced by staying on task and completing age-appropriate activities.

Following the assessment, the teacher has the option to review the scores with the parent prior to submission to administration. The teacher provides the scores to the principal. The teacher and principal review the scores as well as the observations made during the assessment to determine if the student is ready for kindergarten enrollment. The score cut off is pre-determined by the school. The legal guardian is then notified of the results and decision by the principal.

At OHVA we do not provide 1st grade Early Entrance Assessment. As a virtual environment, our OHVA Kindergarten – 2nd grade band can meet the needs of all students within their age-appropriate grade level through the acceleration of courses, differentiation of class instruction, and an Advanced Learner Program for all students who score in the accelerated range.

Also, at OHVA within the Kindergarten – 2nd grade band students are not permitted to skip a grade level since we can meet the academic needs of our students through the acceleration of courses in the area/s the student is excelling, differentiation of class instruction, and an Advanced Learner Program where students are challenged to work with their peers in a research and presentation learning model.

Anti-Bullying

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

Attendance

There is a direct correlation between attendance and student achievement. OHVA students are required to meet a minimum of 920 hours of attendance. 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 engagement requirements, and Attendance FAQ's below. Appendix A also provides information about supplemental attendance hours guidelines.

K-2 Engagement Policy

At the kindergarten through second grade level, teachers will meet with students online through one-on-one conferences and daily Live Class ensure that all students are making appropriate academic growth. This allows OHVA teachers to provide additional supports and interventions if necessary. If a student does not attend required daily Live Class, and participate using a webcam and microphone, the student may 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, student conferences, and Live Class exit tickets to determine all students' academic ability levels. It is important that the instruction at home is academically appropriate and matches the student's instructional level. If a student's progress marked on the online school does not match the student's instructional level, the student's online school lessons may be reset to place the student appropriately in the online school curriculum. Teachers may also request an additional face-to-

face assessment and/or written work samples to place the student appropriately within the online school curriculum and Live Class.

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

Supplemental attendance may only be entered after attendance for core subject areas in math, phonics, and language arts have been completed for the day. School sanctioned face-to-face (F2F) or online events may be included in attendance.

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

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

3-5 Engagement Policy

At the third through fifth grade level, teachers meet with students online daily in Live Class, to deliver live targeted academic instruction. Teachers will use a combination of MAP assessments, unit assessments, writing assignments, exit tickets, Schoology assignments and LMS Progress to determine student academic growth, progress and mastery grades. It is important that the students attend the daily required Live Class sessions as assigned.

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

- *Complete all MAP assessments in math and ELA (3 times per school year)*
- *Complete all Unit Assessments*
- *Complete and submit all writing assignments*
- *ClassKick: Complete all assignments and exit tickets by the due date*
- *Complete all Supplemental Program Assignments*
- *Third Grade Students with a Reading Improvement and Monitoring Plan as determined by Ohio's Third Grade Reading Guarantee, will attend all required reading classes and complete ELA and supplemental reading programs as outlined in their RIMP.*
- *Fourth and Fifth Grade Students with a Reading Improvement and Monitoring Plan, will attend all required reading classes and complete ELA and supplemental reading programs as outlined in their RIMP.*

If there is a discrepancy in the amount of attendance hours in relationship to the mastered/ attempted LMS progress or assignment completion, the teacher will request evidence of course work completed. This must be submitted within one week of the request.

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

Frequently Asked Questions About Attendance

1. When can I log attendance?

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

2. Can my student record attendance?

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

3. What constitutes earned attendance hours?

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

4. Do teachers monitor my child's attendance?

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

5. What are supplemental hours?

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

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

Learning Coaches should log (record) student attendance hours in the LMS or via the K12 app, and should be entered on the day the work was completed. Select the courses for the lesson completed, enter all online time as well as any supplemental/offline time, and click "Save" to enter the attendance time.

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

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

8. How much attendance may I log each day?

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

9. What do I do if my student misses a day of school? *If the student is going to be absent from school, the advisor must be contacted. Reasonable excuses for not logging in to the online school are: student's personal illness (written physician's statements may be required to verify extended or repeated illness), death in the immediate family, observation of a religious holiday or other such good cause as determined by the principal. Your student will need to make up any missed work and attendance time.*

10. When do absences become a concern for truancy? *When a student reaches 30 consecutive missing hours or misses 42 cumulative hours in a month they are considered truant per Ohio attendance laws. At this point OHVA will notify you of your student being habitually truant. At this point your student would be eligible to be put on an Absence Intervention Plan (AIP) and supported by our Absence Intervention Team (AIT) which consists of your Advisor and an Attendance Compliancy Officer. Continued absences of 72 consecutive missing hours will result in a withdrawal from OHVA consistent with Ohio law. Per Board Policy, students who are withdrawn from OHVA due to truancy cannot re-enroll for a period of two full school years, unless otherwise required by law.*

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

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

12. How many hours should my child log if they enrolled after the first day of school?

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

13. Should I record attendance time for orientation?

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

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

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

15. Can more than 920 hours be logged?

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

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

SkillUp OHVA – Career Learning at Ohio Virtual Academy

At OHVA, Career Learning is not just a program. Our school-wide initiative will focus on helping and supporting all learners with the skills they will need to be successful during school and beyond. We want to help all students at OHVA to “Skill Up” so that they feel ready for the road ahead.

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

For the 2024-2025 school year, OHVA has a four-tiered Career Learning Model with a range of career exploration and advising opportunities for students that build on each other throughout their time with OHVA. Elementary students will be virtually connected to professionals in a variety of occupations through interactive live sessions, in addition to being invited to join our Cardy Club, which exposes students to a multitude of careers through club challenges. Middle school students will dive into each of the 16 career clusters and develop professional skills. Freshmen will explore the opportunities that OHVA offers to high school students to define their destiny and make them college or career ready by graduation. High School students can participate in one of our Career and Technical Education (CTE) Programs to gain skills in a specific pathway, while participating in student competitions, mentorships, receive college credit, earn industry credentials, and gain valuable work-based learning experiences. For more information on the CTE Program at OHVA, reference the High School portion of this handbook.

SKILLUPOHVA

Find Your Passion. Plan Your Success. Own Your Future.

Elementary K-5th CARDY CLUB



- Mini Project-Based Learning
- Virtual Field Trips and Speakers

Middle School 6th-8th CAREER EXPLORATION



- Mini Project-Based Learning
- Virtual Field Trips and Speakers
- Career Exploration Courses

High School 9th-12th CTE PATHWAYS

- Career Exploration Courses (9th-10th)
- CTE Pathway Courses (10th-12th)
- Industry Recognized Credentials
- Project-Based Learning
- Work-Based Learning
- Durable Skill Building
- And more...

Ohio Virtual Academy Career Advising Policy

Now more than ever, students need to see a connection between what they are learning in the classroom and their future careers. Ohio law requires OHVA to adopt and maintain a local policy on career advising.

Experts generally describe career advising as *an integrated process that helps students understand how their personal interests, strengths, and values might predict satisfaction and success in school and related career goals*. Ohio students must have access to a comprehensive menu of resources and support to prepare for their future success. Through relevant classroom instruction, career-related learning experiences, and consistent counseling and advising, students can discover their interests and explore academic and career pathway options.

This policy on career advising is reviewed at least once every two years and made available to students, parents, guardians, and custodians, local post-secondary institutions, and Ohio residents. This policy shall be posted in a prominent location on the school's website.

OHVA's plan for career advising includes the following:

1. *Grade-level examples that link students' schoolwork to one or more career fields by implementing the Career Connections Learning Strategies offered by the Ohio Department of Education and Workforce.*
 - a. *In addition to providing student-friendly standards as targets for live class sessions, teachers will attempt to connect content per unit to current career fields.*
 - b. *Teachers will hold individual and group sessions that further explain careers if interest to students (courses needed, technology required, salary considerations, skills needed, ect.).*
 - c. *Specific work assignments will allow intervention specialists to write more detailed career plans in Section 5 of the IEP.*

2. *Career advising to students in grades K-5, which includes:*
 - a. *Teachers have individual conversations with students during 1:1 conferences and small group conversations during Live Class asking what their future career interest might be.*
 - b. *Providing grade band assemblies highlighting different careers available to students.*
 - c. *Providing students social studies curriculum.*
 - d. *Making available a K-5 School Counselor*
 - e. *Cardy Club available for K-5 students, providing career focused challenges to introduce students to a variety of career fields.*
3. *Career advising to students in grades 6-12, which includes:*
 - a. *Meeting with each student at least once annually to discuss academic and career pathway opportunities.*
 - b. *Providing multiple small/large group sessions that are optional for students to attend (Resume Building, Career/College info, CCP, Career Tech, Job Skills, Scholarship Info, Employability Skills, Conflict Resolution, and Team Building).*
 - c. *Hosting sessions that provide students with guest speakers and experts in high needs career areas.*
 - d. *Providing a Finding Your Path online curriculum for students in grades 9-12 which students can work in independently, and with the support of a counselor, to work toward career goals.*
 - e. *Delivering multiple career explorations courses that can then lead toward pathways within CTE.*
 - f. *Implementing the Individual Graduation Plan which can be used to guide students through career advising and includes an end of the year synopsis.*
 - g. *Clarifying career planning within Special Education through Section 5 of the IEP.*
4. *Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:*
 - a. *Identifying students who are at-risk based on past and current performance. Students outside of their graduation cohort year will take top priority for individual career guidance and support.*
 - b. *Identifying students through Staff referrals.*
 - c. *Reviewing students identified as SPED and found to be at-risk and providing additional interventions under transition activities (career focused).*
 - d. *Developing a Student Success Plan for each at-risk student that addresses both the student's academic and career pathway to successful graduation and the role of career-technical education, competency-based education and experiential learning, when appropriate.*
 - e. *The student's parent, guardian, or custodian will be invited to assist in developing the Student Success Plan. If the student's parent, guardian, or custodian does not participate in the development of the plan, OHVA shall provide the parent, guardian, or custodian a copy of the student's plan, a statement of the importance of a high school diploma and the academic pathways available to the student in order to successfully graduate.*
 - f. *Upon development of a plan for a student identified as being at-risk for dropping out of school, OHVA shall provide career advising to the student that is aligned with the plan.*

5. *Training for employees on how to advise students on career pathways, including use of the tools available in Ohio Means Jobs <https://ohiomeansjobs.ohio.gov/for-students/explore-careers>.*
 - a. *Counselors will be directing students to this tool during sessions and FYP classes.*
 - b. *Advisor and teachers will be training on career pathways and options available to students.*
 - c. *All staff working with students in grades 6-12 will be trained on the use of [Ohiomeansjobs.org](https://ohiomeansjobs.org) and other career advising tools per state guidelines.*
 - d. *All staff working with students in grades 6-12 will be educated on Ohio's new graduation pathways.*
6. *Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to participate in OHVA's (CTE) program, opportunities to attend local Vocational/ Technical schools, and participate in College Credit Plus Program for post-secondary credit.*
 - a. *All staff working with students in grades 6-12 will be educated on Graduation Pathways, CCP and Dual Enrollment options.*
7. *Information on courses that can award students both traditional academic and career-technical credit working in conjunction with any local Career/Technical programs students may be attending.*
8. *Documentation on career advising for each student and student's parent, guardian, or custodian to review, as well as schools that the student may attend in the future. This includes activities that support the student's academic, career, and social/emotional development, such as those saved to a student's Ohio Means Jobs K-12 Backpack.*
 - a. *All documentation will be housed in TotalView Notes (OHVA's online information system).*
 - b. *Documentation can also be found in Section 5 of the IEP for students who qualify.*
9. *The supports necessary for students to transition successfully from high school to their post-secondary destinations, including interventions and services necessary for students who need remediation in mathematics and English language arts.*
 - a. *Transition will be aided through staff led meetings/sessions.*
 - b. *Transition will be aided through sections 4/5 of the IEP if applicable.*
10. *Information regarding career fields that require an industry-recognized credential, certificate, associate's degree, bachelor's degree, graduate degree, or professional degree is provided through:*
 - a. *Finding Your Path lessons taught once a month in grades 9-12 on various topics like Career Explorations, Career Interest Inventories, Goal Setting, College Search Process, etc.*
 - b. *Holy Guacamole Series that covers: Military, First Generation, Trade Schools/Apprenticeships/Adult Education, 2 Year Programs, Career Explorations, and more*
 - c. *Statewide College tours (virtual and in-person)*
 - d. *CTE Pathway Info Sessions (rising 9th and current high school)*
 - e. *CTE pathway and exploration courses that integrate career planning into curriculum*
 - f. *Industry Speaker sessions*
 - g. *Resources are provided through [school counselor](#) and [CTE web sites](#) and in their Newsletters*
11. *Students are provided with information about ways a student may offset the costs of a post-secondary education through:*

- a. Holy Guacamole Series that covers: Military, First Generation, Trade Schools/Apprenticeships/Adult Education, 2 Year Programs, Career Explorations, and more
- b. Military Appreciation Week in February
- c. CCP/dual enrollment information sessions and information provided on OHVA's [CCP web site](#)
- d. CTE sessions that cover CTAG and available Articulation opportunities for credit transfer through participation in OHVA's CTE programming

Live Class: Synchronous and Asynchronous Learners

In order to make an intentional impact on student achievement and differentiate to meet individual needs, students will be identified as either Synchronous or Asynchronous Learners. To begin, all new students will be identified as Synchronous Learners. Synchronous Learners participate in live Live Class instructions weekly, attending all required live sessions as scheduled. Asynchronous Learners do not typically participate in live Live Class but can and should access the recordings from live sessions to ensure student instructional needs are met. This supports timely communication with the teacher, and thorough coverage of the course content.

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

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

In addition, all students who have scored below Proficient on state assessments at the close of the previous year will also be assigned to the Synchronous Learning Path. Failure to engage in the academic requirements may result in retention. Also, failure to engage in the academic requirements may result in the assignment to an Absence Intervention Team 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. Learning Coaches may inquire about their student's academic achievement and ask for additional information about Asynchronous or Synchronous Learning Paths at any time.

Appropriate Live Class Behavior

When an OHVA student logs into Live Class using their webcam and/or microphone, it is similar to them "walking into class" in their school building. Please remember that through the webcam and/or microphone OHVA staff and other students can see and hear what is going on in your home environment. Students should be wearing clothing appropriate for school attendance when on their webcam. Students should be seated in an appropriate space such as a table or desk when on their webcam. The room where your student attends live Live Class should be a classroom-like setting free from the distractions of a TV or loud noises including yelling. The language in your home should be classroom appropriate and free from swearing. It is also important that your student has a quiet,

classroom-like environment conducive to learning, to enable the student to focus on instruction and class participation. If there are concerns related to the above, your student may not have webcam and/or microphone privileges during Live Class.

Live Class Web Cam Usage for Students and Families

All laptops and desktop computers provided to students will include a webcam. OHVA strongly recommends students utilize the webcam during sessions. This increases the ability for all participants in a Live Class session to collaborate with webcams enabled. While increased webcam exposure can enhance the collaborative and interactive nature of live instruction, it can also pose challenges with respect to proper webcam etiquette and disciplinary action based on webcam usage or misuse.

Use of a webcam can be limited or prohibited at any time if proper webcam etiquette or behavior is not followed. The webcam should be used for educational purposes and academic collaboration only. The OHVA student code of conduct policy applies to all webcam interactions. In addition to common sense etiquette, the following guidelines must also be followed.

Dress Code for Interaction on Web Cam

OHVA will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of OHVA. The Board authorizes the Head of School to establish a reasonable dress code to promote a safe and healthy school setting and enhance the educational environment. The Head of School is permitted to establish such dress code guidelines as are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes. Such guidelines shall prohibit student dress code practices which:

- *Present a hazard to the health and safety of the student or to others in the school.*
- *Materially interfere with schoolwork, create disorder, or disrupt the educational program.*
- *Cause excessive wear or damage to school property.*
- *Prevent the student from, achieving their educational objectives.*

Clothing must be appropriate for a learning environment even when exhibited on a webcam. The following should not be worn:

- *Distracting clothing*
- *Revealing clothing*
- *Clothing with content relative to drugs, alcohol, or any other controlled substance*
- *Clothing with content relative to explicit language or inappropriate content, such weapons*
- *Gang attire*
- *Costume masks*
- *Head coverings (such as inappropriate hats and beanies) or sunglasses worn in a building during school hours; no bandanas (all colors), do-rags (all colors), hairnets, surgical/shower caps (Exceptions will be made for religious or medical reasons, or as otherwise stated by law).*

Placement of Web Cam

Efforts should be made to locate the webcam in an area that meets the following suggestions:

- *Limit background noise*
- *A quiet area without distractions*
- *Area where other people or animals are not visible – siblings, pets, or other people in the home should not appear on camera*

Web Cams cannot be enabled without the student's knowledge and can only be enabled for educational purposes. The student/parent has the option of disabling or covering the webcam, unless the webcam is legally required to be engaged and visible for attendance confirmation, course requirements, or other educational purposes. Certain courses and required district assessments will require face-to-face interaction via webcam. A student not wishing to engage on a webcam may seek an alternative by contacting the Head of School or administrative delegate.

Crisis Support

In our desire to support students and families during times of family crisis, and/or aid in prevention, OHVA has provided a page on our website (<https://ohva.k12.com/resources/family-resources/>) to offer resources for difficult issues such as bullying, suicide prevention, mental health issues, substance abuse, grief and loss, missing children, and temporary food and shelter needs. The Ohio Virtual Academy provides a family resource team to assist families who may need additional resources. Licensed social workers are on staff to serve families in need. In addition to resources on the website, OHVA students and parents may access the SaferOH Tip Line to anonymously report incidents such as:

- Bullying Incidents
- Withdrawn student behaviors;
- Verbal or written threats observed toward students, faculty or schools;
- Hazing;
- Weapon/suspicious devices on or near school face to face events;
- Gang-related activities;
- Unusual/suspicious behavior of students or staff;
- Self-harm or suicidal sentiments; and any other school safety concern.

Call: 1-844-SAFEROH or utilize the webform at <https://app.saferohioschooltipline.com/>. Students (and/or parents) may contact their counselor, advisor, or teacher during a crisis need. Access more information here: <https://ohioschoolsafetycenter.ohio.gov/home>

Student Support Team

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

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

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

Should your student not complete the requirements of the AIP, the student will face the potential of being withdrawn from OHVA upon reaching 72 consecutive hours of absence. In addition, a complaint may be filed in juvenile court for any student who is not making adequate progress with his AIP after 30 days of support.

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

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

School Counselor Services (K-8)

All K-8 students will be assigned a dedicated School Counselor. School Counselors provide programs that will assist student growth in three domain areas: academic development, career development, and social/emotional development.

It is the School Counselor's role to provide guidance to students as they make choices, especially regarding:

- **Academic Development** – Assisting students in developing the skills and behaviors needed to be successful in school.
- **Career Development** – Exploring various career fields, identifying careers of interest, and learning what it takes to achieve personal career goals.
- **Social/Emotional Development** – Understanding emotions, their personal views, and relationships with their family, friend groups, and at school.

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

- **Individual Counseling** – When a student feels the need to talk to someone about a personal crisis and doesn't feel as if they can speak with a parent or other adult family member, the student may contact a School Counselor.
- **Parent Conferences** – Counselors can help parents explore various educational and personal opportunities for their students.
- **Information** – Counselors provide information on community and school resources to further support students.
- **Small Support Groups** – During the school year, the School Counselor will provide small groups for students identified by staff, parents, or themselves who need extra support academically and/or socially/emotionally.

Grade Placement K-8

The Ohio Department of Education and Workforce 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 their own development. A child will be either promoted to the next grade level or retained in the current grade level based on content mastery demonstrated during the academic school year. For specific 3rd grade retention and/or promotion, refer to the [3rd Grade Reading Guarantee](#).

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

Diagnostic Assessments – AIMSweb+ (K-2 only) or MAP Growth Testing (3-11)

Students are required to complete AIMSweb+ (K-2 only) or MAP Growth testing (3rd – 11th) three times per school year; beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY). The testing windows vary according to grade-bands. If your new student enrolls later, they will be tested within two weeks of their enrollment date. If your returning student misses their testing date, please immediately contact their teacher or an administrator for make-up testing.

For assessment results to be used as a resource to help students grow, we must do all we can to ensure that the data is an accurate representation of what the student can do at the time the test is taken.

This includes:

- Students will do their best.
- All tests will be taken on Live Classes, which may include the use of Webcams.
- Students will not receive help or look up answers.
- It typically takes 1 to 2 hours to complete the tests given.
- OHVA Staff will fully communicate all testing environment expectations, timeframes, results, and plans prior to and after the test is given.
- If calculators or formula sheets are needed for a specific question, it will appear within the program embedded in the question. Calculators **should only** be used if they are embedded in the question. [Calculators on MAP Growth tests](#)

When teachers, Learning Coaches, and test administrators consistently follow the same procedures before, during, and after testing, they help ensure test results are accurate representations of student achievement. **No assistance should be given to students as they answer questions, nor should they be allowed to view any material while taking the test.** NWEA cannot accurately assess what the student can and cannot do and track the student's level of achievement if outside help is provided.

Mid-Year Course Advancements

Course level advancements within the K-1LMS curriculum may be made during the school year. Grades 2-3 can be approved for advancement in the first semester of the school year. There will be no mid-year course advancements available in the 4-8 LMS curriculum. Course advancements are based on the student's overall academic progress within all courses in the LMS and are subject to administrative approval. Portfolio samples and additional assessments will be the basis for administrative decisions to approve in-year promotions. Before mid-year course advancements occur, parents will be informed of the long-range impact on a student's course of study. Teachers will look to see how students performed on the unit and semester assessments before approving the next course. Students can work ahead and advance a course grade level but must begin that course work at the start of each respective school year. Guidelines:

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

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

Middle School Students Taking High School Courses

Middle School students may be considered to take High School level courses for credit in: Math and ELA. Middle School students are not eligible for High School level courses in: Science, Social Studies, PE/Health, Foreign Language, or other Electives.

OHVA requirements are as follows:

- *In order to take high school level courses for credit, students must have demonstrated an advanced ability or interest in these areas.*
- *Approval will be based on past engagement and mastery of Middle School material, including any Pre-Requisite High School level courses. Students may be asked to take an assessment or provide work samples in order to determine content mastery and/or placement suitability.*
- *Any students enrolling after the start of the school year must provide documentation to show the above requirements. After the cohort 2 start date, students should have been enrolled in the class at their previous school. Progress reports from previous school will be used to determine placement suitability.*
- *Any student enrolling at semester break will need to show documentation that the student was enrolled in the high school level courses and earned high school credit for the first semester. Final report cards and credits earned from the previous school are required to determine placement suitability.*
- *In all cases, final determination will be made by the Middle School and High School Principal. For more details, refer to this topic in the High School section.*
- After the first 9 weeks, OHVA reserves the right to remove a student from a high school level course if the student is below passing. The student will be placed back into the grade level or appropriate level course.

National Honor Society (NHS) and National Junior Honor Society (NJHS) – National Honor Society Recognizes Students for Distinguished Service, Leadership

The National Honor Society is the nation's premier organization established to recognize outstanding high school students. Since its inception in 1921, its mission has been to:

- *Create enthusiasm*
- *Stimulate a desire to render service*
- *Promote leadership*
- *Develop character in secondary school students*

OHVA is proud to be recognized by the National Honor Society (NHS) and National Junior Honor Society (NJHS) for having an outstanding high school and middle school.

OHVA launched a chapter of the NJHS for middle school in 2008, and currently has members working on service projects and peer tutoring for fellow middle school students in math and reading.

The OHVA NHS chapter began in 2010 and has junior and senior members. OHVA National Honor Society members maintain a 3.8 GPA or higher and have been approved by OHVA faculty members based on their grades and the National Honor Society application requirements. **New candidates who meet the 3.8 GPA requirement will receive an application in the mail in July.**

Each year, NHS members complete individual service projects, as well as face-to-face group service projects, and peer tutoring for fellow students in all subject areas.

The chapters' combined efforts have resulted in:

- *Raising funds for those in need around the state*
- *Peer tutoring programs for middle school and high school students*
- *Collections for local food banks and humane societies*
- *Ongoing plans for new volunteer opportunities each year*

Membership in OHVA NHS

OHVA celebrates its annual NHS online induction ceremony in the fall and inducts students in NJHS in the spring of each year. New officers including, president, vice president, secretary, and treasurer are also named during the induction ceremonies.

Becoming a member of the OHVA NHS is an honor and is based on the criteria of scholarship, service, leadership, and character. Students must have a junior or senior status and have a cumulative GPA of 3.8 or higher at the end of their sophomore or junior year in order to receive an application in the mail.

Once a candidate is voted into the NHS, they must attend monthly meetings, maintain a GPA of 3.8 or higher, upload all school rules and complete a minimum of 25 service hours each semester, including two "face-to-face" group projects. **Face-to-face group service projects are encouraged but not required.*

Physical Education

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

Progress Reporting K-8

K-8 parents have daily access to information regarding their children's progress through the LMS.. 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 grade level requirements, including the required curriculum. Variations in progress reporting, including traditional letter grades may vary by grade grouping (K-2, 3-5, and 6-8). For high school grading and report card information, refer to the high school section of this handbook.

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

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

K-2 Progress Report

M = Mastered

C = Completed sufficient percentage for advancement

P = Progressing adequately**

I = Incomplete**

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

Math and Language Arts

(based on completed core lessons)

100% = **M**

90 – 99% = **C**

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

History, Science, Art, and Music

(based on completed core lessons)

100% = **M**

90-99% = **C**

30 – 89% = **P**

29% and below = **I**

***Grade P is assigned when a student received a new course during the school year or was enrolled mid-year and is progressing adequately.*

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

***Re-enrolling students will continue working in core courses that they are progressing adequately or incomplete for next school year.*

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

3-5 Progress Report

E = Exceeding Expectations (95 – 100%)

M = Mastering Concepts Consistently (85 – 94%)

P = Progressing Toward Mastery (70 – 84%)

L = Limited Progress (50 – 69%)

I = Insufficient Progress (0 – 49%)

Grade Components:

Math and ELA

Course Progress, Assignments, Assessments and Class Attendance/ Participation.

Science, Social Studies, History, Art, and Music

Course Progress and additional assignments based on grade level and state requirements.

OHVA Middle School Progress Reports and Grading Structure

Middle School courses grading will include the following:

- *Grades will be calculated on a semester basis and combined for a year-end grade.*
- *Grades will include a combination of online assessments, teacher graded assignments, participation, discussions, formative assessments, and other activities as deemed appropriate by OHVA.*
- *Report cards will be emailed to students/families bi-annually in accordance with the school semester calendar.*
- *Current grades are available in real time through the Online Middle School (OMS) Platform.*

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93%	92-90%	89-87%	86-83%	82-80%	79-77%	76-73%	72-70%	69-67%	66-63%	62-60%	59-0%

Grading Policy/Procedure

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

- *Daily Assignments*
- *Live Class Sessions*
- *Labs, Journal Entries, Projects*
- *Threaded Class Discussion*
- *Quizzes*
- *Tests*
- *Exams*

Students are expected to submit assignments on or before the posted due dates. Assignment deadlines are meant to keep students on track to finish the course on time, and to ensure they are learning to their highest potential.

Teacher Late Policies are provided within each teacher’s course.

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

State Testing

The Ohio Virtual Academy is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter, contact the school administration or the Ohio Department of Education and Workforce. The Ohio Department of Education and Workforce has established a plan to assess the academic proficiency of public-school students in the state. OHVA students are required to participate in the state diagnostic (Ohio State Assessments) according to the parameters and schedule that have been established by the state. State assessments and tests are administered at regional testing sites. Parents must make arrangements for transportation to ensure their child's presence at all required state tests and are expected to help the school comply with OHVA's responsibility to fulfill the state testing requirements.

Per the Ohio Revised Code 3314.26(A), any student who, for two consecutive school years, has failed to participate in the spring administration of any assessment prescribed under Section 3301.0710 or 3301.0712 of the Revised Code for the student's grade level, and was not excused from the assessment pursuant to Division (C)(1) or (3) of Section 3301.0711 of the Revised Code, regardless of whether a waiver was granted for the student under Division (L)(3) of Section 3314.08 of the Revised Code, shall be withdrawn from OHVA and reported to the Ohio Department of Education and Workforce as required. Students withdrawn according to the standards of Ohio Revised Code 3314.26 are not eligible for re-entry until two (2) full academic years have passed from the time of the withdrawal from Ohio Virtual Academy.

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 and Workforce website at: <https://education.ohio.gov/Topics/Testing>

Student Behavior and Code of Conduct

The Positive Behavior Interventions and Supports (PBIS) framework at OHVA integrates student behavior expectations, 7 Mindsets, school culture and initiatives like Hope & Kindness. PBIS provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. To foster positive behavior and provide social emotional learning opportunities, students may earn rewards and recognition for their positive behavior and engagement in 7 Mindsets activities in online Live Class sessions and events. The school theme of "We ARE OHVA, A = Accountable, R = Respectful, E = Engaged" applies to all students, staff and families. OHVA believes that the school environment should be one that ensures the care, safety, and welfare of all students and staff members. For more information refer to the [OHVA 7 Mindsets website](#) and the Student Code of Conduct section in the handbook.



Supplemental Hours

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

Ohio's Third Grade Reading Guarantee

The Third Grade Reading Guarantee states that each third-grade student will read on or above grade level before being promoted to the next grade. Third grade students are given a reading diagnostic assessment to determine their reading level. All students scoring “off-track” will be given a required, Reading Improvement and Monitoring Plan, outlining their reading instruction. These students will be REQUIRED to work with an assigned reading teacher weekly in Live Class 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 Attendance, Engagement, and Truancy Policy

Ohio law requires attendance and engagement in school instructional activities for all students between the ages of 6 and 18. OHVA defines student attendance as the time a student has spent attending classes, completing coursework and assignments, and taking part in additional educational opportunities which provide a new learning experience. Additionally, House Bill 409 defines/considers a student to be in attendance at school when the student either:

- *Participates in at least 90% of the hours of instructional activities offered by OHVA in that school year; or*
- *Is on pace for on-time completion for any course in which the student is enrolled.*

OHVA students may be subject to disenrollment from school should they fail to comply with either of the above definitions of HB 409 attendance and once OHVA has both:

- *Provided written notification of the student's absences; and*
- *Provided intervention strategies within this policy that fail to cause the student's attendance to comply.*

Instructional activities are defined as classroom-based or non-classroom-based activities that a student is expected to complete, participate in, or attend during any given school day. These include:

- *Online logins to curriculum or programs*
- *Offline activities*
- *Completed assignments within a particular program, curriculum, or class*

- *Testing*
- *Face-to-face communications or meetings with school staff or service providers*
- *Telephone or video conferences with school staff or service providers*
- *Other documented communications with school staff or service providers related to school or programs*

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 OHVALMS server regularly. Please be advised, students who do not attend school for 72 consecutive hours, without a valid excuse, will be considered truant and are required to be withdrawn from the Ohio Virtual Academy.

Re-Entry Policy

Students withdrawn according to the requirements of ORC 3314.261 are not eligible for re-entry until two (2) full academic years have passed from the time of the withdrawal from Ohio Virtual Academy, unless otherwise required by law.

Ohio Virtual Academy has certain responsibilities under Ohio's Compulsory Educational Laws. The responsibility for compliance with this law belongs to the parents, but the school is obliged to keep an accurate record of attendance. If attendance is logged for a student but there is no evidence of instructional activities 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 the building" and are on pace for on-time completion by working within the curriculum, submitting assignments, attending live Live Class sessions, viewing recordings, working with supplemental resources, and communicating with OHVA staff. Courses are designed to be interactive and require regular participation. A student's extended periods of absence from school will be evident in the following ways:

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

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

The Ohio Department of Education and Workforce 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 valid documentation of the required 920 hours of attendance for K-12th grade 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 the school to receive full state funding. K-5 students must also show completion of at least 90% of the expected percentage of the curriculum by the end of the year in order for achievement to match the attendance requirement.

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

The following factors are considered to be “reasonable” excuses for not logging into the LMS

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

[Ohio law](#) defines excessively absent as “with a nonmedical excuse or without legitimate excuse from the public school the child is supposed to attend for thirty-eight or more hours in one school month, or sixty-five or more hours in a school year.”

Ohio Virtual Academy courses are available 24 hours a day and 7 days a week. A missed day of school during the week can be made up on the weekend or completed over the course of several days. To avoid truancy issues with assignment due dates, communicate with teachers and advisors regarding any planned vacations or illnesses that may be misinterpreted as truancy. Contact with the advisor or teachers concerning absences must be made by the Learning Coach by phone or email, although students are encouraged to contact the teacher to learn the details of missed assignments. Students may not facilitate the absence notification on their parent’s behalf.

In any instance where technical difficulties are a problem with your school-supplied computer or other hardware or software, it is required that the Learning Coach contact K12 technical support immediately at **1-866-626-6413** so qualified technicians can assist in resolving your problem. A student or parent must request the name of the technician and the ticket number and report them to the advisor or teacher within 24 hours. Computer problems are not valid reasons for seeking extended time on assignments or test due dates or as a reason why a student has not been working in their assigned courses or attending Live Class sessions.

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

An OHVA student will be considered truant (absent without cause) if the parent or Learning Coach fails to log/record any attendance hours, provide documentation excusing student for missed hours, or show any learning is taking place during recorded attendance, at 30 consecutive hours, 38/42 missing hours in one month, or 65/72 missing hours per year. A written notification of truancy will be issued when the

student meets the above-mentioned thresholds. Attendance hours may only be counted for actual learning time. Continued truancy of **72 consecutive missing hours will result in a withdrawal from OHVA** consistent with Ohio law. Prior to withdrawal, a truant student could be referred to the Absence Intervention Team (AIT). The AIT will develop an Absence Intervention Plan (AIP), which will incorporate academic and non-academic supports to help the student and remove barriers to regular attendance. As part of OHVA's absence intervention process, OHVA may require students to attend attendance counseling sessions, parents to attend parental involvement educational programs, notification to the Registrar of Motor Vehicles, and possibly filing of Complaint in Juvenile Court.

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

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

Absenteeism Type	Consecutive Hours	Hours per School Month	Hours per School Year
Chronic Absenteeism	NA	NA	10% of total hours either <i>excused</i> or <i>unexcused</i>
Excessive Absences	NA	38 excused or unexcused hours absent <i>unless</i> the absence is medically excused	65 excused or unexcused hours absent <i>unless</i> the absence is medically excused
Habitual Truancy	30 hours <i>without</i> a legitimate excuse for the consecutive absences	42 hours <i>without</i> legitimate excuses for absences	72 hours <i>without</i> legitimate excuses for absences

Parent Notification:

Using the guidelines above for habitual truancy, OHVA will:

- *Assign the student to the AIT within 10 days of the triggering absence.*
- *Make 3 attempts to notify the parent/Learning Coach regarding the truancy concern, and provide opportunity for the parent/Learning Coach to develop an AIP (Absence Intervention Plan) to remediate the truancy pattern and identify specific barriers and solutions to attendance issues.*

- *The AIP will be developed within 14 days of the student's assignment to the AIT, and a working copy will be provided to the student and Learning Coach.*
- *If the student does not make progress on the plan within 30 days or continues to be excessively absent or habitually truant, OHVA may file a complaint in the juvenile court.*
- *If a student does not make progress on the plan within 61 days, with the support of the AIT and any court resources, the student will be considered for truancy withdrawal by OHVA. Some withdrawals may be court mandated.*

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

OHVA Special Education Truancy Policy

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

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

Progress Learning

Progress Learning is used by varied grade levels for instruction and assessment as part of a student's school program.

Withdrawal Process

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

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

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

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

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

Students with Special Needs

Child Find

The 1997 Amendments to the Individuals with Disabilities in 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 their parent/guardian shall be provided with safeguards, as required by law, throughout the identification, assessment, and placement process, and the provision of a free appropriate public education to the child. Any child that you suspect has a disability should be referred to the student's teachers. From there, that staff member will submit a request on Child Find, as outlined via the school's Child Find process.

Coordinator: Bonnie McAtee

bmcaatee@ohva.org

419.482.0948 ext. 7108

Special Education

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

Eligibility is based on definitions outlined in Ohio Revised Code 3301-51-01 and is made by a team of professionals as well as the student's parent. Students who are identified with a disability must meet the eligibility criteria set forth in the Operating Standards for Ohio Educational Agencies serving Children with Disabilities. Not all students who learn differently will meet the eligibility criteria for special education services. General education teachers will provide added supports for those students who may not meet eligibility criteria. OHVA offers a continuum of services based on the student's needs (ranging from self-contained classroom to full inclusion). Many students that qualify for special education services

receive their instruction alongside their general education peers. Students serviced in special education and in the inclusion setting are expected to meet regularly with their Intervention Specialist and General Education teacher.

Like all classes within OHVA, IEP meetings are held in online classrooms. The meetings are held with a full IEP team consisting of the Intervention Specialist, General Education Teacher, the parent or legal guardian, and the District Representative. In some cases, Administrators will attend IEP meetings and respond to email/phone communications to help support the team and to offer real time resolution if the need arises.

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

We have the privilege of having our own in-house School Psychologists, Behavior Specialists, Special Education Social Emotional Counselors, and Speech and Language Pathologists to service our students, in addition to the contracted professionals. Special education services are individualized and may not resemble the services that are delivered within other districts.

Coordinator: Christy Echevarria

cechevarria@k12.com

419.482.0948 ext. 2139

Title I

As a schoolwide Title I school, Ohio Virtual Academy receives federal funds allowing for supportive remediation services for children. Title I funding may be used in all core areas such as English, Language Arts, Reading, Writing, Science, Mathematics, Arts, Including Music, Visual Arts, Dance and Drama, Foreign Language, Government and Civics, History, Economics, and Geography. OHVA chooses to prioritize support for students in math and English/Language Arts/Reading/Writing. If you have a question about your child's academic growth in reading or math, please share these concerns with your assigned teacher.

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

Ohio Virtual Academy supports students identified as English Learners (EL) by providing language instruction to accelerate their English language acquisition for academic success. Any families that have questions either about EL services for a student, or language support for parents/guardians, are encouraged to speak to a teacher or administrator. OHVA's EL Policy can be found in the appendix of this handbook.

Coordinator: Lesley Demagall

ldemagall@k12.com

419.482.0948 ext. 2137

504 Plans

In accordance with federal and state guidelines for identifying students with special needs, and providing all students with educational support, it is necessary that parents provide the school with all documentation, including any medical history that identifies a diagnosis. The parent/legal guardian is responsible for providing the information to school officials. It is critical that the information is submitted so that attendance and/or academic progress is not impacted due to the student's inability to complete the course requirements due to a medical, physical, or mental condition, that is negatively impacting their 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 10 days of the school requesting documentation in order for students to avoid lack of progress in their courses and any truancy issues.

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

Coordinator: Bonnie McAtee

bmcatee@ohva.org

419.482.0948 ext. 7018

Diabetes Care Policy

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

Activities

F2F (Face-to-Face) Required Activities

State regulations require that students attending eSchools have face-to-face (F2F) contact with school representatives. OHVA requires that students have four F2F contacts during the school year, ideally one each quarter. Students will be able to interact in social activities and learning opportunities like OHVA Clubs, K12 Zones and a variety of face-to-face events offered during the school year. Participation in any in-person (F2F) event hosted by OHVA representatives/staff or OHVA Boosters qualifies to meet this requirement. Attending 4 OHVA club meetings online equates to 1 face-to-face activity.

Learning Coaches should register the student for school activities using the student's ID#. Attendance hours for school events should also be entered in the LMS. The OHVA Student Code of Conduct and positive behavior expectations apply to any school activity, whether in person or online.



For ease of reference, the online calendar divides the state into 6 regions, with a unique color for each region's activities. It is our experience that parents or Learning Coaches remain at the event site for the duration of face-to-face activity.

To locate OHVA Activities view the online calendar at www.localendar.com/public/ohva weekly for new additions throughout the school year.

It is our expectation that parents or Learning Coaches remain at the event site for the duration of the face-to-face activity.

Student Travel and Trips

Opportunities for student travel may be presented during the school year. Please refer to Appendix I to view the OHVA Travel and Trips Policy in its entirety.

Student Clubs

OHVA offers a variety of interactive online clubs available for students of all grade levels. Students may participate in up to three school clubs. OHVA and National Club information can be found at: <https://www.smores.com/n/6w3sy-ohva-clubs>. Students should be in good academic standing to participate in clubs. Participating in 4 club meetings equates to attending 1 face-to-face (F2F) event.

Parent and Family Engagement

Parent and Family Engagement Policy

Part I: General Expectations: (In accordance with Ohio Revised Code ORC 3313.472)

Ohio Virtual Academy agrees to implement all of the following statutory requirements contained within the Elementary and Secondary Education Act (ESEA) which are applicable to it:

- *OHVA will put into operation programs, activities, and procedures for the involvement of parents consistent with Section 1118 of the ESEA. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.*
- *Consistent with Section 1118, OHVA will work to ensure that the required parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school parent compact consistent with Section 1118(d) of the ESEA.*
- *In carrying out the Title I Part A parental involvement requirements, to the extent practicable, OHVA will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of migratory children, and foster care givers (ORC 313.472), including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.*
- *If the local Education Agency (LEA) plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, OHVA will submit any parent comments with the plan when it submits the plan to the State Department of Education.*
- *OHVA will involve parents of children served in Title I, Part A, in decisions about how the 1 percent of Title I, Part A, funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school.*

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

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

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

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

- *Involve Parent Advisory Council parents in the plan's development*
- *Communicate the plan to parents*
- *Consider improvements to the plan on an ongoing basis 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 the parent/student satisfaction with the school's operations, academic, and instructional programs*
- *Parents mentoring Parents*
- *Ongoing Parent Advisory Council (PAC) meetings for parent feedback on programs and practices*
- *Conduct ongoing communication at each academic level using print and digital communication formats: face-to-face and virtual meetings, newsletters, Annual Report, progress reports, email, and other means available*
- *Request parental input from Parent Advisory Council members and OHVA families*
- *Provide user-friendly communication tools or apps that promote easy parental access for family engagement.*

Ohio Virtual Academy will provide the following necessary coordination and technical assistance to support and implement effective parental/family engagement activities in order to improve student academic achievement and school performance:

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

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

- *Conduct annual Title I online informational meeting*
- *Provide support and information to help students/families succeed*
- *Conduct formal online surveys regarding parent/student satisfaction with the school's operations, academic, and instructional programs and the parent/family engagement policies and programs*
- *Provide parent involvement information using school communication tools and at various school activities when appropriate*
- *Provide staff professional development opportunities to value the important role of parents/Learning Coaches*
- *Conduct virtual meetings to review program improvements*
- *Ensure that communication for English Learners (EL) families is appropriate and accessible*

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

- *Providing opportunities for parents to learn about topics such as:*
 - *Ohio's Learning Standards*
 - *State and Local academic assessments, including alternate assessments*
 - *The requirements of Part A*
 - *How to monitor their child's progress*
 - *How to work with educators*

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

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

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

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

OHVA Boosters

Booster Mission:

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

The OHVA Booster program is a volunteer parent organization dedicated to supporting students, families, and staff. Booster parents provide additional opportunities for families to connect, share experiences, and commit to building a better school community. They support OHVA families by hosting

local F2F activities, promoting school spirit, and mentoring new families. The Booster leaders serve as the Parent Advisory Committee.

Boosters have students enrolled in OHVA. Boosters are Learning Coaches who are gracious school volunteers. The primary focus of individual Boosters is to support their own student's academic success. Boosters should be in good standing with the school as noted in the Parent/Learning Coach Compact.

Boosters are also subject to a background check as part of the process for volunteering in OHVA.

Visit <https://www.smores.com/zex3m-ohva-boosters> to learn more about how to become involved in Boosters.

OHVA Learning Coach Academy

The [OHVA Learning Coach Academy](#) (LC Academy) will help you “Grow to Guide” your student as you and your student make the transition to online learning and thrive within our school community. As parents/Learning Coaches progress through the learning modules, they become knowledgeable about the school programs, policies, strategies for instruction, and parent leadership. Participants receive special school reward items for their accomplishments.

Fundraising Activities

All students that choose to participate in fundraising activities must abide by OHVA's Fundraising Policy. Refer to the Appendix to view the policy in its entirety.

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:

- 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 Code of 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 honest 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 username 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 any messages that were privately sent to you.*
- *Do not download, transmit, or post material that is intended for personal gain or profit, non-OHVA commercial activities, non-OHVA product advertising, or political lobbying on an OHVA owned instructional computing resource.*
- *Do not visit any inappropriate websites or any websites unrelated to school tasks.*

- *Do not use OHVA instructional computing resources to sell or purchase any illegal items or substances.*
- *Do not upload or post any software on OHVA instructional computing resources that are not specifically required and approved for your assignments.*
- *Do not post any MP3 files, compressed video, or other non-instructional files to any OHVA server.*

Inappropriate behavior includes:

- *Insults or attacks of any kind against another person, including students, staff, or administrators.*
- *Use of obscene, degrading, or profane language.*
- *Harassment (continually posting unwelcome messages to another person) or use of threats.*
- *Posting material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing “spam” mail, chain email, 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 in use in student homes. It is suggested that parents/guardians reach out to their internet providers to request additional blocks or filtering be placed on their home network. Families may also access help.k12.com for additional information on how to block websites from the browser.

Use of Tobacco

Ohio Virtual Academy and its Board of Trustees is committed to providing students, staff and visitors with an indoor tobacco and smoke-free environment. The negative health effects of tobacco use for both users and non-users, particularly in connection with secondhand smoke, are well established. Further, providing an indoor non-smoking and 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 a cigar, cigarette, pipe, chewing tobacco, snuff, or any other matter or substances that contain tobacco, as well as electronic, “vapor,” or other substitute forms of cigarettes. Additionally, “use of betel nuts” shall mean any and all use, possession, consumption or chewing of the areca nut (commonly known as the betel nut) or substances containing the areca nut. Papers used to roll cigarettes and smoking clove cigarettes or other substances are also prohibited.

The term “tobacco” includes any produce that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices, but does not include any cessation product approved by the USDA for use as a medical treatment to reduce to eliminate nicotine or tobacco dependence.

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 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.

OHVA cannot, even by indirection, condone the use of tobacco or the use of betel nuts. As such, OHVA prohibits the use of tobacco or betel nuts on school property and any school-related event.

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 handbook, 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 they receive help through programs and services available in their local community. Students and their parents should contact the school Principal or counseling office whenever such help is needed.

Harassment Reporting

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

Unless otherwise instructed by your teacher or by a specific assessment, **you are expected to honor the following principles when taking assessments:**

- *You and you alone will take the assessment*
- *You will not copy or redistribute any part of the assignment in any way – electronic, verbally, or on paper.*
- *You will treat the assessment as “closed book” – meaning that you may not use any textbooks, references, or other materials (printed or electronic) during the assessment – unless your teacher*

or the specific assessment otherwise instructs (for example, you are specifically told to refer to certain pages in a book as part of the assessment).

- *You will treat the assessment as “single browser” – meaning that during the assessment you may not log in a second time to your course or open your course or related materials on another browser or another computer.*
- *Your answers will represent your work and **only** your work, free of any outside assistance. You will not plagiarize in any way.*
- *You will not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.*

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

Plagiarism

Plagiarism is the act of submitting someone else’s work as your own original, creative production. Plagiarism is a serious academic violation and the following will be the general consequences:.

- 1st Offense:
 - Expected to redo the assignment and parent will be informed. Student will redo assignment and receive a 25% reduction in grade.
- 2nd Offense:
 - Students will redo the assignment with 50% credit. Parent/Guardian will be contacted.
- 3rd Offense:
 - The student will receive no credit for assignment (receive a zero).
- 4th Offense:
 - Principal will decide on the consequence that the student will receive.

*Principals have the right to adjust or modify the consequences above at their discretion after reviewing the details of the offense.

Examples of Plagiarism

- *Passing off someone else’s work as your own.*
- *Taking credit for something that is not your work. (Example – copying and pasting directly from the internet or ChatGPT)*
- *Not citing sources when using direct language from someone else’s work – includes website information.*
- *Paraphrasing information without citing a source.*
- *Exchanging class information with other students, such as copying tests or homework.*
- *Putting your name on a groupwork that you did not participate in.*

The use of Artificial Intelligence “chatbots” (i.e. ChatGPT) within the classroom setting and assignments can fall under the school plagiarism policy when used outside of classroom teacher specifications. At the same time, OHVA recognizes artificial intelligence as a tool that continues to change the educational landscape. To that end, OHVA will attempt to help students understand acceptable use of artificial intelligence tools through classroom academic integrity lessons.

Source Citation

Citation is course specific and must be followed as prescribed by the classroom teacher. Do not quote or paraphrase a source without giving due credit as directed by the teacher of the course.

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

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

Student Discipline

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

The Administration believes that the best discipline is self-imposed and that students should learn to assume the 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:

- *Conform to reasonable standards of socially acceptable behavior.*
- *Respect the person and property of others.*
- *Preserve the degree of order necessary to the educational program in which they are engaged.*
- *Respect the rights of others.*
- *Obey constituted authority and respond to those who hold that authority.*

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

- *Relate in kind and degree to the infraction*
- *Help the student learn to take responsibility for their actions.*

- *Be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.*

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

Due Process Rights

A student cannot be suspended or expelled, and thereby deprived of, a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures, and a fair hearing. The student and their 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 designee by the person having knowledge of the violation or potential violation of the Code of Conduct.

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

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

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

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

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

Parental Notification:

By Telephone or Electronic Messaging – the Head of School or designee shall make a good faith effort to notify the parent by telephone or electronic message 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 any time a suspension is imposed; fewer than ten (10) days remain in the school year. A suspended student shall be allowed to make-up schoolwork missed due to suspension. Administration and Staff will provide the suspended student with access to schoolwork/assignments. A deadline for turning in all schoolwork completed during the suspension will be provided by administration. Violations which may lead to suspension include:

Abusive Language or Conduct

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

Disruptive Behavior (including Use of Tobacco) and/or minor infractions

A student who engages in unacceptable behavior or conduct that is disruptive to the educational process, but is not considered a serious breach of conduct, or who violates school rules and policies determined by the Head of School to be minor in nature, is guilty of unacceptable conduct.

Unauthorized Access

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

Indecent Exposure or Conduct

A student who exposes or exhibits their sexual organs in the presence of others, either in person or online, 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 premise 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, Bullying, and Cyberbullying)

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

Vandalism

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

Theft

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

Harassment

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

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

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

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

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

- *Unwelcome sexual propositions, invitations, solicitations, and flirtations.*
- *Physical assault.*
- *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.*
- *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.

- *Sexually suggestive objects, pictures, videotapes, audio recordings, or literature placed in the work or educational environment, which may embarrass or offend individuals.*
- *Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.*
- *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.*
- *Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.*
- *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 non-verbal 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; or 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 non-verbal 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; or 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 non-verbal 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; or 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, intimidation, or hazing

Any intentional written, verbal, graphic, or physical act that a student or group of students exhibited toward another 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, bullying and hazing 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, Anti-Bullying, or Anti-Hazing Model Policy, Section 3.1 which has been implemented by OHVA.

- *Physical* – *hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.*
- *Verbal* – *taunting, making fun of, malicious teasing, insulting, name calling, making threats.*
- *Psychological* – *spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.*
- *Cyberbullying* – *repetitive, hostile behavior with the intent to harm others through the use of information and communication technologies such as websites, instant messages, camera phones, or iPods.*

Anti-Bullying Policy: Prohibition against Harassment, Intimidation, Bullying, and Hazing

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, bullying, or hazing will not be tolerated by students, faculty or school personnel.

Harassment, intimidation, bullying or hazing means any of the following:

- Any intentional written, verbal, graphic or physical act that a student or a 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.
- Violence within a dating relationship.
- Any act committed through the use of a cellular telephone or 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.

“Hazing” means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code. In evaluating whether conduct constitutes harassment, intimidation, bullying, or hazing, 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), or hazing 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 Procedure for Harassment

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

Grade principals, assistant principals, and the Head of School have the responsibility for conducting investigations concerning claims of harassment, intimidation, bullying, and/or hazing. 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 their concerns.

Teachers and other school staff who witness acts of harassment, intimidation, bullying, or hazing, as defined above, shall promptly notify the appropriate principal and/or 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, bullying, or hazing shall promptly notify the appropriate principal and/or 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 designee. If the report is an informal complaint by a student that is received by a teacher or other professional employee, they 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 designee.

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, bullying and hazing in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation, bullying, and hazing and help eliminate such prohibited behaviors through Live Class 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, bullying, or hazing”

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

Step One

Any complaints, allegations, or rumors of harassment, intimidation, bullying and/or hazing 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, bullying, and/or hazing and the names of any potential witnesses). If the person filing the formal complaint is an adult, they must sign the charge affirming its veracity. If the person filing the formal complaint is a minor, they 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) workdays 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 3

If the complainant is not satisfied with the decision at Step Two, they may submit a written appeal to the Head of School or designee. Such appeal must be filed within ten (10) workdays 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) workdays 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, bullying, and/or hazing.

Hazing Complaints

In accordance with Collin's Law: The Ohio Anti-Hazing Act, complaints of hazing will be immediately reported to law enforcement in the county in which the victim of hazing resides, or in which the hazing is occurring or has occurred.

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, bullying, or hazing 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, bullying, or hazing" in accordance with Ohio Revised Code 3313.666 means any intentional written, verbal, graphic, or physical act, including electronically transmitted acts via the Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device, either overt or covert, by a student or group of students toward other students, including violence within a dating relationship, with the intent to harass, intimidate, injure, threaten, ridicule, or humiliate. Such behaviors are prohibited at a school-sponsored activity which means any activity provided as part of the online curriculum and related resources, as well as any activity conducted on or off school property that is sponsored, recognized, or authorized by the OHVA Board of Trustees or the OHVA administration, that a reasonable person under the circumstances should know will have the effect of:

- *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*
- *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, bullying, and/or hazing, 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, bullying, and/or hazing.

Remedial Actions

Verified acts of harassment, intimidation, bullying, or hazing, shall result in an intervention by the appropriate principal or 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, bullying, and hazing 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, bullying, and hazing. While conduct that rises to the level of “harassment, intimidation, bullying, or hazing” 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 them 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, bullying, and/or hazing when the past interventions have not been successful eliminating prohibited behaviors.

In addition to the prompt investigation of complaints of harassment, intimidation, bullying, or hazing 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, bullying, and/or hazing from additional harassment, intimidation, bullying, and/or hazing 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, bullying, and hazing, 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, bullying, and hazing 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, bullying, or hazing 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, bullying, or hazing, 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.

Semi-annual 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, BB 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 their 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 had been convicted of or adjudicated delinquent for committing the following offenses:

- *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.*
- Possessing, selling, or offering to sell controlled substances on property owned or controlled by the school or at a school-related activity.

- 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:
 - Rape, gross sexual imposition or felonious sexual penetration
 - Murder, manslaughter, felonious or aggravated assault
 - Complicity to commit offenses as described in paragraphs A and B, regardless of where the complicity took place.
 - The above statement of policy on permanent exclusion is posted at a central location at the school headquarters and placed in the Student/School handbook.

Prohibition from Extra-Curricular Activities

Extra-curricular activities at our school play an essential role in enriching students' experiences beyond the classroom. We offer a wide range of opportunities, including various online clubs, support groups, and school events, which allow students to explore their passions, develop new skills, and build lasting friendships

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.

- A student may be removed from extracurricular activities when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption in such a setting. If the school removes a student from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.
- Schools may suspend students from extracurricular activities for violations of the Code of Conduct or the Code of Conduct of the particular activity. Students with an unexcused absence from school are not permitted to participate in extracurricular activities on that date.
- Students suspended and expelled from school are excluded from extracurricular activities.

Students prohibited from participation in all, or part of any extracurricular 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, newsletters, 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 equal opportunity for expression is given to each viewpoint. As with all publications and productions, expressions of opinion must be made in a manner which does not violate prevailing community standards.

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

Ohio Virtual Academy High School



Dear Parents and Students,

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

Our Approach: Student-centric, Innovative

Our People: Passionate, Engaged

Our Students: Inspired, Empowered, Educated

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

At OHVA, we pride ourselves on being both parent and student friendly. We strive to maintain a high level of student achievement, provide outstanding student support, and facilitate the successful transition to further education at the post-secondary level or to job and career. Our modes of communication are always open to students, parents, and Learning Coaches and include dialogue and conversations for improvement. Together, as partners in education, we can pave the way for many years of student satisfaction, pride, and academic success.

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

Sincerely,

Marie Mueller
9th Grade Principal
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Ext. 5080

Andrea Zawisza
10th Grade Principal
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Amy Muehlenbruch
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Cheryl Morris
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Instructional Model

The high school instructional model will rely on:

- *Rigorous academic standards and expectations*
- *Highly qualified educators providing synchronous and asynchronous instructional support*
- *Student-to-student and student-to-teacher interactions using a variety of learning technologies*
- *Traditional grading scale and grade reporting, class rank, cumulative GPA, and formal transcripts*
- *Opportunities for student leadership and participation in school-sponsored activities, both virtually and face-to-face*
- *Post-secondary preparation, career planning, exploration, and support*

In this educational model, teaching and learning includes the accessibility of teachers during normal school hours via communication tools such as email, phone, texting, instant messaging, and Live Class sessions. This could involve individual students, small groups or large group instruction. In addition, students participate in online threaded academic discussions and class postings.

Students participate in school daily for an average of 6 hours per day. Students will be assessed frequently to determine achievement in their scheduled courses. Satisfactory performance is based on student participation in online discussions and online threaded discussions, submitted writings, projects, portfolios, quizzes, additional supporting assignments, unit tests, and final exams. Students and parents can view grades, student progress, and the amount of time the student spends in each class at any time in the Learning Management System (LMS), the online platform.

Career Technical Education (CTE) Program at Ohio Virtual Academy

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

For the 25-26 School year, OHVA's CTE Program offers ten pathways through Career Technical Education in eight career clusters:

- *Information Technology Career Cluster*
 - *Interactive Media Pathway*
 - *Programming and Software Development Pathway*
 - *Cybersecurity Pathway*
- *Business Career Cluster*
 - *Business Logistics Management Pathway*
- *Finance Career Cluster*
 - *Finance Pathway*
- *Engineering and Science Technologies Career Cluster*
 - *Engineering and Design Pathway*

- *Health Sciences Career Cluster*
 - *Allied Health (Medical Assisting or STNA) Pathway*
- *Agricultural and Environmental Systems Career Cluster*
 - *Natural Resource Management Pathway*
 - *Animal Science & Management Pathway*
- *Education and Training Career Cluster*
 - *Early Childhood Education Pathway*
- *Arts and Communications Cluster*
 - *Media Arts Pathway*
- *Hospitality and Tourism Cluster*
 - *Culinary Arts*

Benefits of being a CTE Student:

- **Work Based Learning:** *A range of work-based learning opportunities are available throughout the completion of the program, including work placements, mentorships, job shadowing, field trips, industry speakers, professional skill sessions, workplace simulations, and more.*
- **Membership in a Career-Technical Student Organization (CTSO):** *Student organizations with chapters at Ohio Virtual Academy. This is a place for our CTE Pathway students to learn more about their fields and interact on a state and national level. OHVA currently has BPA, TSA, , FFA, Educators Rising, and HOSA.*
- **College Credit Opportunities:** *Students have the possibility of transferring technical credits to Ohio's public colleges and universities after successfully completing their program at Ohio Virtual Academy. This transfer takes place with something called a CTAG. CTAG stands for Career Technical Assurance Guide, and it is the ticket to earning college credit by successfully taking an approved CTE program in high school at OHVA. Each program has at least one CTAG course.*
- **Industry Credentials:** *Each program has industry credential opportunities built into the curriculum. Paired with passing additional credentialed tests, this is one option to graduation.*

OHVA's CTE Program Expectations of Class Attendance, Coursework Completion and CTSO Participation

The vision of the CTE Program at OHVA is to give hope by empowering students to be engaged, responsible, productive members of the community, providing them with the experience, readiness, and resources to remove barriers, close the skills gap, and make a positive impact in society. Two of the most important components of this vision are engagement and responsibility. To that end, each student that chooses to apply, and is accepted to a CTE Pathway at OHVA, must adhere to certain expectations that are stated below.

OHVA's CTE Program Pathway Expectations Students are expected to:

- *Commit to participating for the duration of the pathway (, no dropping mid-year)*
- *Attend ALL Live Class sessions for their pathway courses*
- *Complete coursework for the pathway courses by the due date*

- *Maintain passing grades in all pathway courses*
- *Complete a signed learning agreement*
- *Earn the OMJ Seal*
- *Attend all Skill Builder Tuesday sessions*
- *Participate in:*
 1. *Career Technical Student Organization(CTSO) -student needs to attend meetings, participate in regional events, and participate in at least one fundraiser*
 2. *Work-Based Learning (WBL) – Students are expected to participate in WBL activities. Students will earn and document a minimum of 250 WBL hours in a supported tracking platform.*
 3. *Quarterly conferences with school counselor during which a career/graduation plan will be completed and updated annually*
-
- *Prepare for and take:*
 1. *WebXam pretests for each pathway course at the beginning of the year*
 2. *WebXam posttests for each pathway course*
- *Earn at least one 3-point valued Industry Recognized Credential Test within the program*

The CTE Program Administration reserves the right to remove a student from the program for failure to meet the CTE Program requirements set forth by OHVA. These may include, but are not limited to:

- *Failure to attend more than three Live Class sessions in a semester for pathway courses, without notifying the teacher of the absence PRIOR to the class, and watching the recording promptly after the absence*
- *Failure to complete coursework by the due date three times in a semester, without notifying the teacher that the work will be late PRIOR to the scheduled due date*
- *Failure to take a WebXam pretest or posttest*
- *Attending less than 75% of virtual CTSO meetings*
- *Failure to have an approved WBL plan in place by the end of year one in a program*
- *Failure to attempt at least one Industry Recognized Credential Test*

Student Behavior

It is expected that the behavior of students during work-based learning opportunities will always be appropriate and professional. Students must recognize that having the opportunity to participate in experiences at community locations is a privilege afforded to students engaged in OHVA's CTE Program. The privilege has certain responsibilities. Students participating in any work-based learning experience that is facilitated through OHVA's CTE Program have the following responsibilities:

- *Act professionally at all times (language, tone, actions, attire)*
- *Be at assigned location during the designated times*
- *Call appropriate supervisor/teacher/administrator if absent*
- *Follow all rules of OHVA while interacting in the community, recognizing your behavior is a direct reflection of the CTE Program and OHVA*
- *Realize that a violation of any of the above will result in them no longer being able to participate in school facilitated off-site experiences*

*If a student wishes to continue with a CTE Program after a violation of any of the above criteria, the student will meet with the CTE administration and be placed on a behavior contract. The parent will be notified of this decision.

*Violation of the behavior contract will result in the student being removed from the CTE Program

Program Retention Criteria Policy

It is a privilege for a student to be accepted into OHVA's CTE Program. It is the student's responsibility to maintain good standing in the CTE Program. The criteria required in order to remain in OHVA's CTE Program include:

- *Meeting all pathway expectations listed above*
- *Passage of sophomore/junior/senior level CTE program classes*
- *Placement on and completion of an "Action Plan" if at risk of failing CTE Program classes*
- *On target to graduate with passage of core subjects*
- *Appropriate attitude/behavior during classes and/or field trips/ internships/job shadowing*

*If a student violates any of the above criteria and wishes to continue with a CTE Program, the student will meet with a CTE administrator to discuss the requirements of a behavior contract to address the area of concern and determine requirements for remaining in the CTE Program. The student's parent, if not involved in the discussion with the CTE administrator, will be immediately notified of this decision.

For more information on OHVA's CTE Program, and to view the full CTE Program Policy, go to our [CTE Program web site](#) or contact your counselor.

Career Center Guidelines for Students Participating in External CTE Programs

If a student wishes to pursue a CTE program that is not offered at OHVA, an additional option is to pursue CTE through an external Career Center while still being enrolled at OHVA. It is imperative that students work closely with their counselors both at OHVA and the Career Center to ensure they are meeting all graduation requirements.

If a student wishes to pursue a CTE program at an external Career Center that is similar to a program offered by OHVA, the student must meet with their school counselor prior to applying for the program to ensure that the student would not be better served by participating in the CTE programming offered through OHVA.

Students must follow all rules and guidelines required by the Career Tech Center and by OHVA. All paperwork required for admission to a CTC is the responsibility of the student. Students must provide ample time for counselors and administrators to sign necessary paperwork (like attendance forms) for CTC programs. This is not the responsibility of OHVA.

Eligibility requirements:

- *Students must have a 60% minimum passing score at OHVA. OHVA will abide by that when it comes to determining the issuance of credit.*

- *Students may participate in CTC programs if they have not passed one or more sections of the Ohio State Tests. However, in order to remain in the CTC Program, students must fully participate in and complete test preparation requirements.*
- *If a student is failing one or more courses at their CTC or at OHVA, they may be required to attend OHVA full time to ensure graduation status.*
- *Student's percent of time attended is expected to be at least 50% at OHVA and 50% at the outside CTC program regarding courses taken.*

The CTC creates its own process for selection/admission. Ohio Virtual Academy will support recommendations a CTC makes for admission to their specific program(s).

If a student is suspended or expelled from the CTC, OHVA administration will review the terms of the suspension/expulsion and make a decision. Students may be suspended or expelled from OHVA, as well, based on the findings.

Live Class Policy

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

- *All students are expected to attend synchronous Live Class sessions at the beginning of each semester until student success can be established.*
- *Teachers may request participation from any student at any time if deemed critical to student success.*
- *Live Class sessions will be held Monday through Friday. Course frequency will vary among grade levels and courses.*
- *Times not indicated as Live Class times are for students to work independently.*
- *Live Class sessions will be tailored to students' and the whole class's specific needs. Please watch for indications of Required and Optional in session invites.*
- *Live Class participation may be part of students' grades. Please check individual teacher policies.*
- *Recordings will be made available for students who missed class. If you are unable to view the recording within one day, please contact your teacher.*
- *In the case of conflicting class times, it is the student's responsibility to let both teachers know about the conflict, so that a resolution can be determined. OHVA suggests that students attend the class in which they need the most help.*
- *Students are expected to do any teacher requested pre-work before attending class, such as reading lessons or viewing related material.*
- *Students not attending required Live Class sessions and not earning a passing grade in a course may be considered truant for non-attendance. All attendance policies apply.*

Course Materials

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

Graduation Equivalency Degree (GED)

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

Course Communication and Feedback

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

Grading Policy and Procedure

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

- *Daily assignments*
- *Live Class sessions*
- *Labs, journal entries, projects*
- *Threaded class discussions*
- *Quizzes*
- *Tests*
- *Exams*

Grade point average and credits will be calculated at the end of each semester. Courses are one semester long and worth 0.5 credits

Credit recovery courses are designed to be completed in 8-9 weeks. Failure to complete courses in this time frame may result in removal from the credit recovery program or the ability to recover credits.

Students are expected to submit assignments on the day indicated in the class plan. Failure to complete an assignment on the due date could result in an overdue notice and falling behind in the course objectives.

Assignment deadlines are meant to keep students on track to finish the course on time and to ensure they are learning to their highest potential.

Zeros entered in the gradebook are seen as a temporary grade. Students may make arrangements with their teacher to master the content and regain credit. Removing zeros is at the teacher's discretion.

Teacher late policies are provided within each teacher’s course.

Teachers will make every attempt to return graded assignments in 3 workdays. Longer assignments may take up to one week in order to provide thorough feedback.

Extra credit is to be no more than 5% of the semester grade.

The Honor Roll is based on Semester Averages:

- 3.5-3.74 Honors
- 3.75-4.0 High Honors

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

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

Grading Scale and GPA Points:

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

Weighted/Non-weighted Courses

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

- *College Credit Plus courses are weighted (see CCP handbook section for specific course guidelines)*
- *Career Technical courses with a CTAG are weighted*
- *Honors courses are not weighted*
- *AP courses (including transfer AP courses) are not weighted*

Student Athlete Information

It is the responsibility of the student athlete to inform the School Counselor of any interest/registration with the NCAA/NAIA eligibility center. The student athlete is responsible for making sure specific criteria are met (including class credits and test scores) to be eligible to play a sport in college. Visit our [website](#) for more information. OHVA NCAA approved courses are subject to change. The student athlete is responsible for checking the OHVA School Counselor website or the NCAA/NAIA eligibility websites for the most up to date information.

Course Selection and Scheduling

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

Course Changes

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

Course Failure and Repeat Credit

Students are permitted to retake failed courses. Failed courses will be recorded as an "F" on the student's transcript, and a zero will be computed as the quality point for the course in determining the GPA. Courses required for graduation must be retaken until they are passed.

The lower (failing) grade will be removed and replaced by the passing letter grade on the student's transcript. The (failing) grade may only be replaced by retaking and passing the same exact course that was previously failed. Credit recovery courses do not replace previously failed courses on the transcript but will appear as an additional course.

Course Audit

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

- *No grade will be given for the course audit*
- *No credit will be given for the course audit*
- *The course will not appear on official transcripts*

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

OHVA will have the final approval on all course audits.

Credit Recovery

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

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

The courses in credit recovery are not intended to aid in early graduation. The courses are designed to help students who have fallen behind, get back on track with their graduating class. Placement and use of credit recovery courses are at the sole discretion of the grade level principal. Failure to comply with credit recovery policies may result in removal from the program and impact the student's ability to graduate.

Pre-High School Credit

Middle school students may complete high school courses for high school credit if approved for placement into the courses by MS/HS Principals. Courses receiving high school credit become the basis for the student's official high school transcript. All high school level work, regardless of final grade, will be entered onto the student's transcript as a permanent record. In the case where a student finds themselves struggling, students may drop courses for high school credit within 2 weeks of the start of class. Middle school counselors will also advise students to drop the course if their grade is below passing after the first quarter.

Middle School Students Taking High School Classes

Middle school students may be considered to take high school level courses for credit in: Math and ELA.

Middle school students are not eligible for high school level courses in: Science, Social Studies, PE/Health, or Foreign Languages.

In order to take high school level courses, middle school students must have demonstrated an advanced ability in these areas. Approval will be based on past engagement and mastery of material, including any pre-requisite high school level courses.

Pre-Requisites include, but are not limited to:

- *English language arts*
 - *Student is on the 85th percentile or higher on the spring MAP test in ELA*
 - *Student is on track/ahead with the current middle school courses*
 - *Proficient AIR state test score if available*
 - *Demonstrates discipline and independence*
 - *Student logs in on their own and completes work as required without prompting on behalf of the teacher*
 - *Student attends CC's as required*
- *Math*
 - *Student is on the 85th percentile or higher on the spring MAP test in Math*
 - *Student is on track/ahead with the current middle school courses*
 - *Proficient AIR state test score if available*
 - *Demonstrates discipline and independence*

- *Student logs in on their own and completes work as required without prompting on behalf of the teacher*
- *Student attends CC's as required*

Final determination will be made by the middle school and/or the high school principal. Other electives are not approved for middle school students.

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

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

Summer School

OHVA offers a variety of courses in both core subject areas and electives for our summer school program. Students may apply to complete 1 to 2 courses per term, with two terms offered each summer. Generally, the first term runs through the month of June and the second term runs through July; exact dates are provided in the application process. Summer school courses are available on a limited basis. Priority will be given to students who are:

- *Credit deficient,*
- *Currently working in and passing courses,*
- *Re-registered for the following school year, and*
- *A current OHVA student.*

Summer school courses will be filled with the highest priority given to seniors (determined by Cohort Year). The next priority will be given to juniors who need credits to get back on track to graduate on time at the end of their senior year. Remaining spots will be filled by freshmen and then sophomores who are currently credit deficient.

Summer School students will be required to:

- *Attend an informational meeting or view a recording about summer school expectations.*
- *Fill out an application and "I Understand" form.*
- *Work consistently throughout the summer session.*
- *Students who are not working during the first week will be removed and replaced by other students on a waiting list*
- *Attend all Live Class sessions. Sessions will be held in the A.M.*

Report Cards

At the conclusion of each quarter, students will be notified of their progress and parents are encouraged to fully review the online class gradebooks. At the semester, grade reports will include semester grades and semester grade point averages. First semester reports will be sent via the school supported communication system. Year-end grade reports, sent via the school supported communication system, will include final course grades, cumulative grade point average, and class rank (seniors only). Note: Students and Learning Coaches can access student grades at any time in each course.

Transferring Course Credit/Mid-Year Course Placements

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

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

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

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

Transfer Students

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

Determining Class Rank

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

- *K12 courses take precedence over all courses*
- *Enrollment approved date*
- *Enrollment application date*

Valedictorian and Salutatorian Determination

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

Grade Point Average

Grade Point averages are determined by dividing the number of quality points achieved by the number of credits received. GPA's are determined on a semester basis only. The cumulative (composite) GPA is

determined using the semester averages beginning with the first semester of the freshman year unless high school credit courses were taken during middle school. All GPA's and class rankings are calculated and tracked within PowerSchool.

Grade Promotion/Class Placement

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

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

- Sophomores/10th graders – begin the year with 5 credits and end the year with 10 credits
- Juniors/11th graders – begin the year with 10 credits and end the year with 15 credits
- Seniors/12th graders – begin the year with 15 credits and end the year/graduate with at least 20 credits

OHVA Graduation Requirements

OHVA follows the graduation requirements set forth by the Ohio Department of Education and Workforce. Use the following link to access a full list of graduation requirements, based on cohort year. <https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements>

Students in the classes of 2023 and beyond (those who entered grade 9 on or after July 1, 2019) are now required to meet a new set of graduation requirements. These new graduation requirements consist of **three** key components: Course Completion, Demonstrating Competency, and Demonstrating Readiness (Seals).

Demonstrate Competency:

Earn a 684 on Ohio's Algebra I and English II tests. Students who do not pass the test will be offered additional support and must re-take the test at least once. Four additional ways to show competency include:

- *Demonstrate two career focused activities per ODEW guidelines*
- *Enlist in the military*
- *Complete college coursework per ODEW guidelines*
- *Obtain a remediation-free score in the math or English subject areas on the ACT or SAT*

More information regarding Competency Alternatives can be found [here](#).

Demonstrating Readiness

Students will demonstrate readiness for their post-high school paths by earning two diploma seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, and leadership and reasoning skills. One Seal must be Ohio Designed.

For further information, please click [here](#).

Please see attachments for guidance on local seals

Criteria for Diploma with Honors

Six Honors Diplomas are recognized by the Ohio Department of Education and Workforce: Academic, International Baccalaureate, Career Tech, STEM, Arts, and Social Science and Civic Engagement. Below are the criteria for the Academic Diploma with Honors. Information for each honors diploma can be found on [ODEW's website](#).

To meet honors diploma requirements, students challenge themselves by taking and succeeding at high-level coursework and in real-world experiences. A student who completes the OHVA high school academic curriculum must meet all but one of the following criteria to be awarded the Diploma with Honors.

Honors Diploma Criteria have been updated for the Class of 2026 and beyond. One of the significant changes under the new criteria is that students may replace one requirement of either 4, 5 or 6 with a "Student Strength Demonstration." See explanation below the chart.

ACADEMIC HONORS DIPLOMA

Requirements	State Minimum
1 Math	Fourth math must be > Algebra 2
2 Science	One additional unit Advanced Science
3 Social Studies	One additional unit Social Studies
4 World Languages	Three sequential units of one world language, or no less than 2 sequential units of two world languages studied
5 GPA	3.5 on a 4.0 scale
6 ACT/SAT	ACT: Score of 27 or higher, SAT: Score of 1280 or higher*
7 Seal Requirement	Earn two additional diploma seals, not including Honors Diploma Seal
8 Experiential Learning	Field Experience, OhioMeansJobs Readiness Seal**, Portfolio^, or Work-Based Learning^

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

**Students can use OMJ Readiness Seal in 2 additional seals requirement if it is not used in Experiential Learning.

^Currently available to OHVA CTE students only

The **Student Strength Demonstration** options can be applied to either the world language, GPA, or ACT/SAT criteria and are listed below. The same options exist for each of the six honors diplomas but, where relevant, should reflect coursework or experiences relevant to the theme of the Diploma. For example, a student earning the Academic Honors Diploma and using the College Credit Plus option to replace another requirement for the diploma should have College Credit Plus courses relevant to the Academic Honors diploma.

OPTIONS:

- College Credit Plus: 12 total College Credit Plus credit hours
- Advanced Placement: three courses with score of 3 or higher on AP tests
- Career-Technical Assurance Guide (CTAG): 12 total credits
- Apprenticeship/Pre-Apprenticeship: Completion or Evidence of Acceptance if required to be older than 18
- WorkKeys: Score of 6 or higher on all tests (*void for Career-Tech Honors Diploma)
- Armed Services Vocational Battery: Score of 50 or above on the ASVAB
- Work-Based Learning: 250 total hours of work-based learning

State Testing

The State of Ohio Requires that all OHVA High School students complete the appropriate Ohio State Tests, as prescribed by the Ohio Department of Education and Workforce.

Students in graduation years 2023 and beyond will take state-provided End-of Course Exams after course completion. For these students, end-of-course tests will be in English Language Arts II, Algebra I, Geometry, Biology, American History, and American Government. Middle school students who take one of these courses for high school credit must take the corresponding state end-of-course exam.

Students in graduation years 2026 and beyond must complete a school selected College Readiness Exam, such as the ACT, during their 11th grade year. However, as indicated in Ohio Revised Code 3301.0712, if the parent or guardian of the student elects to opt-out, this test will not be required. Refer to opt-out policies and procedures shared by school administration prior to testing.

State Testing requirements for graduation years *prior* to 2023 can be discussed with the school counselor and referenced on the Ohio Department of Education website.

Failure to take State-Required Assessments will jeopardize the student's continued enrollment in OHVA. Refer to the State Testing section above which describes the consequences of not testing under Ohio Revised Code 3314.26(A). An additional consequence of not testing is that it can prevent a student from receiving an Ohio diploma.

Graduation Planning

A graduation plan will be developed and maintained for each student in grades 9-12. The graduation plan shall address the student's academic pathway to meet the curriculum requirements specified by OHVA and satisfy the graduation conditions, as appropriate, under Ohio law. The graduation plan shall be developed jointly by the student and a representative of the OHVA and shall be updated each school year in which the student is enrolled, until the student qualifies for a high school diploma. The student's parent, guardian, or custodian shall be invited to assist in developing and updating the graduation plan. A graduation plan developed pursuant to this policy shall supplement the OHVA policy on career advising. The individualized education program developed for a student pursuant to ORC 3323.08 may be used in lieu of developing a graduation plan if the individualized education program contains academic goals substantively similar to a graduation plan.

Procedures for Development of a Graduation Plan

All high school students and parents are invited to a grade level meeting during semester one, held by school counselors, to plan and develop a student's graduation plan.

- *During the grade level meeting, school counselors review graduation requirements and pathways for the cohort year grade level. The meeting will be recorded and shared with families who are unable to attend.*
- *Following this meeting, all students receive an email from their school counselor that includes a graduation plan developed for the student. Students will be encouraged to use this plan throughout their high school career. Students will also receive a blank graduation plan that they can use to develop a modified graduation plan to submit to their school counselor for review and approval.*
- *In addition, school counselors meet with all the 12th graders individually during the first semester of their senior year, to review graduation plans and graduation requirements.*
- *All students, parents, and Learning Coaches will receive a graduation plan via email once a year.*

Identifying Students at Risk of not Qualifying for a High School Diploma

High school administrators, with the assistance of school counselors, shall develop criteria for identifying students at risk of not qualifying for a high school diploma, which shall include a student's lack of adequate progress in meeting the terms of a graduation plan as well as other factors, such as if a student has issues regarding excessive absences. **Beginning after semester one of the 9th grade, students who are credit deficient will be identified as being at-risk for not qualifying for a high school diploma.**

In addition, students who are not on track with credits at the beginning of each school year are also identified as being at-risk for not qualifying for a high school diploma.

A student's lack of progress in meeting the terms of a graduation plan shall be a criterion for identifying at-risk students.

Notification Process

After a student is identified as being at-risk of not qualifying for a high school diploma, the following steps will be taken:

- *Students will be contacted by email at the beginning of each semester by their assigned school counselor*
- *During the fall semester, students identified as being at-risk are invited to an informational session to review the credit recovery program offered by Ohio Virtual Academy.*
- *During the spring semester, this information is again made available to all students identified as being at-risk through a recording that is shared in a second email. During these informational sessions, school counselors review graduation requirements and discuss how OHVA's credit recovery program can help students get back on track to meet graduation requirements and qualify for a high school diploma*
- *At the end of each school year, a separate written notification will be emailed to an at-risk student's parent, guardian, or custodian. This written notification shall include all of the following:*
 - *A statement that the student is at-risk of not qualifying for a high school diploma*
 - *A description of OHVA's curriculum requirements, or the student's individualized education program, and, as appropriate, the student's graduation pathway options; and*
 - *A description of any additional instructional or support services offered by OHVA and available to the at-risk student*

Ohio Virtual Academy assist at-risk students with additional instructional or support services to help meet graduation requirements, including the following:

- Mentoring/tutoring programs with Impact Academy
- End of Course competency scores and course credit
- Credit Recovery Program
- Mental Health services, including Crisis Support Team and Student Support Groups
- iSupport Tutors
- EL Support
- Learning Coach support sessions

Ohio Virtual Academy also assists students at-risk of dropping out of school with additional instructional or support services including the development of a Student Success Plan as further explained in the Career Advising Policy.

End of Course Exam Retakes

Students who do not meet competency or score below proficient on an exam are required to retake the exam after they have received remediation in that subject area. Students who have met competency and/or earned proficient or higher on an end of course exam are no longer required to retake exams.

P.E. Waivers

The P.E. Waiver is a way to complete physical education requirements. With a P.E. waiver, students receive no credit and no grade. Students are waived from taking P.E. classes. A student may waive

Physical Education classes by completing two full seasons of interscholastic athletics, cheerleading, or marching band. Should a student become injured or not complete the season for ANY reason, they must find an alternate way to satisfy their P.E. requirement. Participation in interscholastic athletics, cheerleading or marching band prior to the 2011-2012 school year does not apply. For more information regarding the state's policies, visit <https://education.ohio.gov/Topics/Learning-in-Ohio/Physical-Education/Physical-Education-Waiver-Requirements>

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

A student with a P.E. waiver must:

- *Notify school counselor of intent and*
- *Complete a Physical Education Waiver Application (signed by admin)*

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

What is the best way for your child to satisfy the P.E. requirement?

P.E. Waiver

- *P.E. Waiver is suitable for students who have NOT completed any P.E. requirement*
- *P.E. Waiver is ONLY to be used during high school for students participating in interscholastic athletics, marching band, show choir or cheerleading for at least two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years*
- *P.E. Waiver exemption cannot be combined with P.E. credit earned through actual coursework or through credit flexibility*
- *With P.E. Waiver, students receive no credit and no grade. Students are exempted from taking two P.E. classes*
- *Physical Education Waiver Application*

P.E. Credit Flexibility

- *P.E. Credit Flexibility is suitable for students who participate in physical activities that are not affiliated with OHVA*
- *Students who fail to complete hours from an approved application by the end of the semester will receive an "F"*
- *Please see the Flex Credit Policy for forms and requirements*

Early Graduation/Early Graduation Procedures

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

- *Students must have a 3.0 or higher grade point average. Students must also meet the graduation requirements for Ohio Virtual Academy.*

- *Students must meet all total graduation requirements by the end of the first semester of their senior year (for a one-semester early exit) or by the end of the second semester of their junior year (for a one-year early exit).*

Students desiring early graduation are to observe the following procedures:

- *Apply 15 days before the start of the semester of planned exit by contacting the student's school counselor.*
- *Consult with a school counselor:*
 - *To ensure all requirements can be met by the early graduation date*
 - *To discuss graduation procedures, class rank procedures, regular vs. honors diploma and other considerations*
- *Submit required approval form for early graduation (available from school counselor) with both student and parent signature.*
- *Students that enroll in the school after the stated early graduation deadline must provide proof of a request to graduate early from the previous district.*
 - *Students, parents/guardians are responsible for obtaining proof from the previous district.*

The approval form will be evaluated by the early graduation committee consisting of school administration, school counselor, and a general education teacher to determine whether the request meets the criteria for early graduation. The request for early graduation will be presented by the administration to the OHVA Head of School or designee for approval. The student may take part in the graduation ceremony of their graduating class.

Commencement

Commencement Exercises

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

Non-Graduate Notice

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

Transcript Requests

To request a high school transcript, access JustFOIA at:
<https://ohva.justfoia.com/publicportal/home/newrequest>

Final transcripts will be available for request through the link within one week after graduation.

College Readiness Testing Schedule

ACT Test: OHVA high school code number is 365-143. Students and parents need to register on their own. Use this code number to complete student ACT registration online at: <http://www.actstudent.org>

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

SAT Test: OHVA high school code number is 365-143. Students and parents need to register on their own. Use this code number to complete student SAT registration online at:
<http://www.collegeboard.com>

Students will need to upload a digital photo of themselves when registering for the SAT or SAT Subject Tests online. Please visit this site for SAT information: <http://sat.collegeboard.org/register/sat-dates>

Military Access to Students and Student Information

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

School Counselor Services (9-12)

All 9-12 students will be assigned a dedicated School Counselor. School Counselors assist students as they learn to make decisions. School Counselors provide programs that will enhance student growth in three domain areas: academic development, career development, and social/emotional development.

It is the high school counselor's role to provide guidance to students as they make choices, especially regarding:

- **Academic Development** – Choosing courses suited to a student's needs, abilities, achievement levels, and future goals in relation to their overall four-year plan and post-secondary plans.
- **Career Development** – Exploring various career fields, identifying careers of interest, and learning what it takes to achieve personal career goals.
- **Social/Emotional Development** – Understanding emotions, the student's personal values, and relationships with their family, friend groups, and at school.

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

- **Individual Counseling** – When a student feels the need to talk to someone about a personal crisis and doesn't feel as if they can speak with a parent or other adult family member, the student may contact a school counselor.
- **Parent Conferences** – Counselors can help parents explore various educational and personal opportunities for their students.
- **Information** – Counselors provide information about career development, career-technical information, preparing for college, Armed Services, financial aid, College Credit Plus, and scholarships for post-high school education. ACT and SAT registration information is also available.
- **Small Support Groups** – During the school year, the school counselor will provide small groups for students identified by staff, parents, or themselves who need extra support academically and/or socially/emotionally.
- **Large Group Guidance Lessons**- School Counselors will provide monthly guidance lessons to all students in the areas of academic, career, and social-emotional development.

Student Activities

Students are encouraged to participate in both online club activities and required to attend face-to-face (F2F) school events. Legal Guardians of students that wish to participate in clubs will receive a separate club participation form. OHVA and Stride National Club information can be found at <https://www.smore.com/r259x-ohva-clubs>. Students should be in good academic standing to participate in clubs. School events can be viewed by region on the [online event calendar](#).

Surrogate Parents for Children with Disabilities

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

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

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

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

Work Permits

- *Contact your school counselor for a work permit application*
- *Students must be passing two-thirds of their current courses in order to have a work permit issued. A work permit can be revoked if a student falls below passing requirement.*
- *More information is available at:*
<https://sites.google.com/view/ohvaschoolcounselingdepartment/collegecareer/work-permit-requests?authuser=0>

For further information on Ohio Minor Labor Laws, click [here](#).

College Credit Plus

What is College Credit Plus (CCP)?

- **What is College Credit Plus?** College Credit Plus (CCP) is a program that allows students in grades 7–12 to take college courses while still in middle or high school. The program is designed to promote academic rigor and provide additional learning opportunities for college-ready students. To participate, students must meet eligibility requirements and be accepted by a participating college.
- Each year, before February 15, information about CCP will be provided to students in grades 6-11 and their families through email and a live session.

Where can I take CCP classes?

- Public universities and colleges in Ohio - no cost for tuition, books, or fees.
- Private universities and colleges in Ohio -some costs may apply depending on the institution and course format
- Courses may be offered on a college campus or online.

Who is eligible?

- Students in grades 7-12 who meet college/university admission requirements.
- Ohio residents enrolled in public, community, or nonpublic high school.
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How many courses can I take?

- Up to 30 college credit hours per academic year (including OHVA courses) .
- Maximum of 120 total college credits while in the program(OHVA courses not included)
- Courses are available during Summer, Fall, and Spring terms.

How is Credit Earned?

College courses taken through CCP count toward both high school and college credit and will appear on both transcripts. Grades will be included in both high school and college GPAs and are weighted (1 additional quality point in high school GPA calculation). Credit Conversion Chart:

- 3+ semester hours = 1 high school credit
- 2 semester hours = 2/3 high school credit
- 1 semester hour = 1/3 high school credit

Important Notes on Grades & Financial Responsibility:

- Failing or withdrawing from a course after the deadline may result in financial responsibility for tuition, fees, and books.
- Failed or withdrawn courses will appear as an "F" on both high school and college transcripts.
- Non-payment of owed fees may result in withholding report cards, diplomas, and future course registration.

Eligible CCP Courses

Students must complete 15 semester hours of Level I courses that may be applied toward a certificate or degree prior to taking Level II courses.

Exceptions:

- Successful completion of a Level I course in a specific subject allows a student to take a Level II course in the same subject prior to completing the 15 semester credit hours.
- The student tests into a Level II course that has a Level I prerequisite as determined by the college/university.
- AP and IB courses can count toward the 15 semester hours when the student attains the required score on the exam covering the coursework. The required score shall be the passing score specified in the standards adopted under section 3333.163 of the Revised Code, in the case of an advanced placement course, or the score specified by the institution of higher education in which the student enrolls that the institution considers sufficient to award college credit for the course, in the case of an international baccalaureate diploma course.

Upon successful completion of 15 semester credit hours of courses under division (1) of this rule, a student may enroll in a Level II course that may be applied toward a certificate or degree.

Non-allowable courses

- An applied course that involves one-on-one private instruction, including but not limited to instruction in instrumental music, voice, or art.
- A course for which the fees, exceed an amount established by the chancellor.
- A study abroad course or similar course,
- Physical education courses.
- A course that is graded on a pass/fail or satisfactory/unsatisfactory basis rather than using letter grades, except for an internship course.
- A remedial, sectarian/religious, or non-college level course,

Underperforming Students, Program Probation/Dismissal and Appeals

Students may be placed on **CCP Probation** if:

- Their cumulative college GPA falls below **2.0**, or

- They withdraw from **two or more courses in one term**.

While on probation, students:

- May take only **one** college course per term.
- Cannot take a course in a subject where they previously earned a **D or F**.
- Must raise their GPA to **2.0 or higher** the following semester of participation or face **dismissal**.

Students may be **dismissed** from CCP if they remain on probation for two consecutive college terms (this includes the term that resulted in probation status). After one term of dismissal, the student may appeal to reenter the program by contacting their school counselor and/or the CCP Coordinator.

Appeals:

Students who have been placed on probation or dismissed may appeal within **five business days** of notification.

- The student may appeal to take a course in the same subject for which they earned a D or F. Or they may appeal to be reinstated to the CCP program after having served 1 term of dismissal.
- To make an appeal, the student must contact their school counselor or the CCP Coordinator and provide a written explanation of why they should be 1) removed from CCP Dismissal or 2) permitted to take a course in the same subject while on CCP Probation.
- Appeals are reviewed based on academic performance, tutoring completion, and extenuating circumstances.
- Decisions will be issued within **ten business days** and are final.
 - Note: the CCP Probation and CCP Dismissal policy does not alter, supersede, or affect any college policy or procedure on academic probation or dismissal through the college. Students wishing to appeal the college's policy must do so by following the college's procedures.

Self-Pay Policy (OptionA)

- Students who elect to self-pay prior to the deadline each semester can elect to earn both high school and college credit or college credit only.
- Students dismissed from CCP may continue taking courses at their own expense (if allowed by the college), but high school credit will **not** be awarded.

OHVA does not deny credit for students that take post-secondary courses during an expulsion. However, students must be in good standing to participate in College Credit Plus at OHVA.

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

How to Enroll in CCP

- Register with OHVA.
- Submit the **Intent to Participate** form by **April 1st** to participate the following school year or by **November 1st** to participate the following spring term.
- Late submissions are subject to principal approval.

For a more detailed explanation of CCP, visit: [Ohio Higher Education Website](#) or contact your school counselor.

Flexible Credit Options

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

- *Testing out*
- *University courses not taken through the college credit plus program*
- *Online or distance learning courses*
- *Physical education*
- *Educational options*
- *Independent studies*

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

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

Testing Out Flex Credit Option:

- *Students can only earn a Pass or Fail through the test out option*
- *Students must score above 80% on test to earn a P*
- *Students will receive a failing grade on their transcripts for any grade of 79% or lower*
- *Students will need to take the full version of the course if they do not earn 80% or above on the test-out test*
- *Students may earn credit for an Advanced Placement course under the test-out option by scoring a 3 or above on a college board advancement placement examination*
- *Students may earn course credit under the test-out option by scoring 684 or above for English 10 and/or Algebra I Ohio End of Course State Test, and a 3 or above for Biology, US History, Geometry, and Government Ohio End of Course State Test, with prior administrative approval.*

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

All applications for Flexible Credits for the upcoming school year must be submitted to the student's counselor by May 1st. Summer flexible credits are not available. Contact the student's counselor for the following school year due dates.

OHVA Assumption Provision

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

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

OHVA Student Code of Conduct and Acceptable Use Guidelines

Discipline Code

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

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

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

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

Failure to follow these guidelines could result in the:

- *Removal of your access to OHVA instructional computing resources, which could result in your inability to complete learning activities*
- *Your removal from the course*
- *Restriction from social networking anywhere in the K12/OHVA system*

- *Involvement with law enforcement agencies and possible legal action*
- *Suspension and/or expulsion from OHVA*

Student Behavior & Code of Conduct: High School

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

Prohibition from Extra-Curricular Activities

Participation in extracurricular activities, including interscholastic sports, is a privilege and not a right. Therefore, the Head of School authorizes the principals and other authorized personnel employed by the school to supervise or coach a student activity program, to prohibit a student from participating in any particular or all extracurricular 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 extracurricular activity are not entitled to further notice, hearing, or appealed rights.

School Sponsored Publications and Productions

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

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

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

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

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

School Dance

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

- **Photo identification** – students will not be permitted to enter the dance without some form of photo identification. Photo identification can be (but is not limited to) a state driver's license or state ID card. It can be any type of photo identification, such as a passport or school ID card. As a virtual school, we need to verify the identity and age of all attendees. **Without proper identification, students will not be admitted to the dance.**
- **Dress Code** – staff chaperones will review attire when students arrive, and admittance could be denied if the student's attire does not meet the guidelines for tasteful and appropriate dress. The chaperone's decision is final. No ticket refund will be given if admission is denied for violation of the dress code. Purses, bags, and backpacks can be inspected at any time.
- **BRINGING A GUEST TO A DANCE POLICY** – OHVA students may invite a guest who is of high school age but no older than 20 and out of high school. The following guidelines must be followed to bring an out-of-school guest to an OHVA dance:
 - Student and their out-of-school guest must complete the guest dance form prior to purchasing tickets
 - All guests must show a picture ID at the door. The ID must either be a school ID, State ID, or Driver's License
 - Out-of-school guests are expected to arrive at the dance and remain with their host while attending the dance
 - Administration reserves the right to refuse out-of-school guests to enter the dance for any reason
 - Out-of-school guests must follow all school rules

Ohio Virtual Academy Crest



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

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

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

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

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

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

WHO DO YOU CALL and WHEN DO YOU CALL THEM?

Classroom Teacher

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

Advisor

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

School Counselor

Academic, College/Career and Social emotional concerns that interfere with student success academic and future planning success. Course Selection, graduation plan, work permits, College Credit Plus, ACT, SAT, PSAT, state testing questions, and scholarship needs.

Intervention Specialist

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

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

Ohio Virtual Academy

Handbook Acceptance

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

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

The Ohio Virtual Academy is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take diagnostic and achievement tests and other examinations as prescribed by law. In addition, there may be other requirements for students at the school that are prescribed 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 administrator or the Ohio Department of Education and Workforce.

OHVA Appendices



Appendix–A - Supplemental Hours

What Counts for Supplemental Hours?

1. OHVA F2F or online OHVA Club activities may count for supplemental attendance hours.

2. Teachable moments (whenever you are teaching a child a skill for the first time). Examples:

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

Repetitive tasks are not countable.

Examples:

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

3. Sports, health, and music activities beyond the curriculum. Examples:

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

4. Learning activities shared by siblings – all involved in activities meant for one. Examples:

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

5. 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

6. 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

7. 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 LMS attendance fields?

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

Can we count learning time using OHVA instructional tools like Reading Eggs, AIMSWebPlus, Mindplay or RAZ Kids, for example?

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

Can attending school outings and online events or activities count toward supplemental attendance hours?

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

Appendix B – Career Advising Policy

Now more than ever, students need to see a connection between what they are learning in the classroom and their future careers. Ohio law requires OHVA to adopt and maintain a local policy on career advising

Experts generally describe career advising as *an integrated process that helps students understand how their personal interests, strengths, and values might predict satisfaction and success in school and related career goals*. Ohio students must have access to a comprehensive menu of resources and support to prepare for their future success. Through relevant classroom instruction, career-related learning experiences, and consistent counseling and advising, students can discover their interests and explore academic and career pathway options.

This policy on career advising is reviewed at least once every two years and made available to students, parents, guardians, and custodians, local post-secondary institutions, and Ohio residents. This policy shall be posted in a prominent location on the school's website.

OHVA's plan for career advising includes the following:

1. *Grade-level examples that link students' schoolwork to one or more career fields by implementing the Career Connections Learning Strategies offered by the Ohio Department of Education and Workforce.*
 - a. *In addition to providing student-friendly standards as targets for live class sessions, teachers will attempt to connect content per unit to current career fields.*
 - b. *Teachers will hold individual and group sessions that further explain careers if interest to students (courses needed, technology required, salary considerations, skills needed, ect.).*
 - c. *Specific work assignments will allow intervention specialists to write more detailed career plans in Section 5 of the IEP.*
2. *Career advising to students in grades K-5, which includes:*
 - a. *Teachers have individual conversations with students during 1:1 conferences and small group conversations during Live Class asking what their future career interest might be.*
 - b. *Providing grade band assemblies highlighting different careers available to students.*
 - c. *Providing students social studies curriculum.*
 - d. *Making available a K-5 School Counselor*
 - e. *Cardy Club available for K-5 students, providing career focused challenges to introduce students to a variety of career fields.*
3. *Career advising to students in grades 6-12, which includes:*
 - a. *Meeting with each student at least once annually to discuss academic and career pathway opportunities.*
 - b. *Providing multiple small/large group sessions that are optional for students to attend (Resume Building, Career/College info, CCP, Career Tech, Job Skills, Scholarship Info, Employability Skills, Conflict Resolution, and Team Building).*
 - c. *Hosting sessions that provide students with guest speakers and experts in high needs career areas.*
 - d. *Providing a Finding Your Path online curriculum for students in grades 9-12 which students can work in independently, and with the support of a counselor, to work toward career goals.*

- e. *Delivering multiple career explorations courses that can then lead toward pathways within CTE.*
 - f. *Implementing the Individual Graduation Plan which can be used to guide students through career advising and includes an end of the year synopsis.*
 - g. *Clarifying career planning within Special Education through Section 5 of the IEP.*
4. *Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:*
- a. *Identifying students who are at-risk based on past and current performance. Students outside of their graduation cohort year will take top priority for individual career guidance and support.*
 - b. *Identifying students through Staff referrals.*
 - c. *Reviewing students identified as SPED and found to be at-risk and providing additional interventions under transition activities (career focused).*
 - d. *Developing a Student Success Plan for each at-risk student that addresses both the student's academic and career pathway to successful graduation and the role of career-technical education, competency-based education and experiential learning, when appropriate.*
 - e. *The student's parent, guardian, or custodian will be invited to assist in developing the Student Success Plan. If the student's parent, guardian, or custodian does not participate in the development of the plan, OHVA shall provide the parent, guardian, or custodian a copy of the student's plan, a statement of the importance of a high school diploma and the academic pathways available to the student in order to successfully graduate.*
 - f. *Upon development of a plan for a student identified as being at-risk for dropping out of school, OHVA shall provide career advising to the student that is aligned with the plan.*
5. *Training for employees on how to advise students on career pathways, including use of the tools available in Ohio Means Jobs <https://ohiomeansjobs.ohio.gov/for-students/explore-careers>.*
- a. *Counselors will be directing students to this tool during sessions and FYP classes.*
 - b. *Advisor and teachers will be training on career pathways and options available to students.*
 - c. *All staff working with students in grades 6-12 will be trained on the use of [Ohiomeansjobs.org](https://ohiomeansjobs.org) and other career advising tools per state guidelines.*
 - d. *All staff working with students in grades 6-12 will be educated on Ohio's new graduation pathways.*
6. *Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to participate in OHVA's (CTE) program, opportunities to attend local Vocational/ Technical schools, and participate in College Credit Plus Program for post-secondary credit.*
- a. *All staff working with students in grades 6-12 will be educated on Graduation Pathways, CCP and Dual Enrollment options.*
7. *Information on courses that can award students both traditional academic and career-technical credit working in conjunction with any local Career/Technical programs students may be attending.*
8. *Documentation on career advising for each student and student's parent, guardian, or custodian to review, as well as schools that the student may attend in the future. This includes activities that*

support the student's academic, career, and social/emotional development, such as those saved to a student's Ohio Means Jobs K-12 Backpack.

- a. All documentation will be housed in TotalView Notes (OHVA's online information system).*
- b. Documentation can also be found in Section 5 of the IEP for students who qualify.*

9. *The supports necessary for students to transition successfully from high school to their post-secondary destinations, including interventions and services necessary for students who need remediation in mathematics and English language arts.*

- a. Transition will be aided through staff led meetings/sessions.*
- b. Transition will be aided through sections 4/5 of the IEP if applicable.*

10. Information regarding career fields that require an industry-recognized credential, certificate, associate's degree, bachelor's degree, graduate degree, or professional degree is provided through:

- a. Finding Your Path lessons taught once a month in grades 9-12 on various topics like Career Explorations, Career Interest Inventories, Goal Setting, College Search Process, etc.
- b. Holy Guacamole Series that covers: Military, First Generation, Trade Schools/Apprenticeships/Adult Education, 2 Year Programs, Career Explorations, and more
- c. Statewide College tours (virtual and in-person)
- d. CTE Pathway Info Sessions (rising 9th and current high school)
- e. CTE pathway and exploration courses that integrate career planning into curriculum
- f. Industry Speaker sessions
- g. Resources are provided through [school counselor](#) and [CTE web sites](#) and in their Newsletters

11. Students are provided with information about ways a student may offset the costs of a post-secondary education through:

- a. Holy Guacamole Series that covers: Military, First Generation, Trade Schools/Apprenticeships/Adult Education, 2 Year Programs, Career Explorations, and more
- b. Military Appreciation Week in February
- c. CCP/dual enrollment information sessions and information provided on OHVA's [CCP web site](#)
- d. CTE sessions that cover CTAG and available Articulation opportunities for credit transfer through participation in OHVA's CTE programming

Ohio Virtual Academy Community Service Seal



After completing the application, please save as a PDF and send to your school counselor via email.

Ohio Virtual Academy Community Service Seal

For the class of 2023 and beyond, OHVA has developed a Community Service Seal packet to meet the State High School Graduation Requirements. This Seal can meet one of the two required Readiness Seals for graduation.

This Seal provides you with an opportunity to provide meaningful community service. The Community Service experience should reflect your interests, talents, and abilities. This Seal provides you with the opportunity to grow personally and academically.

Community service may not be performed for a family member or a for-profit organization (the exception to this is that you may volunteer for a hospital or veterinary clinic).

The organizations listed below are non-profit organizations that typically welcome volunteers. You do not have to use one of these agencies for your community service project, this list is just to help you generate ideas for your project:

- *Libraries*
- *Political Organizations/Political campaigns*
- *Convalescent homes/hospices/hospitals*
- *Cultural centers/museums/historical sites/parks*
- *Humane Societies/animal shelters*
- *Special Olympics*
- *Schools*
- *Food banks*
- *Homeless Shelters/Women's Shelters*
- *Habitat for Humanity*
- *Religious Organizations (excluding attendance at personal enrichment activities)*
- *Civic Organizations*
- *Blood Donation (2 times)*

You cannot receive a salary or other money for the service you provide.

All approved organizations must have a point of contact to verify hours/duties performed.

If you are looking for a virtual community service opportunity, this site may help you find an option.

<https://teambuilding.com/blog/online-volunteering>

Before you begin logging hours, please verify your opportunity is listed as a non-profit organization at the following website: <https://charitableregistration.ohioattorneygeneral.gov/charities/Research-Charities.aspx>

Requirements for the Community Service Seal: Approve Experience, and Log Hours

- **PRIOR** to beginning a community service experience, you must complete and return the *Community Service Experience Organization Agreement Form* to your Counselor for review and approval to make sure that your proposed experience meets the

appropriate guidelines. If the organization does not meet the guidelines of a non-profit organization, hours will not count.

- *You are required to log 10 hours of Community Service. All 10 hours should be logged on the Ohio Virtual Academy Community Service Activity Log. For the Blood Donation option, students may earn the community service seal by donating blood two times. Students cannot be paid for the donation, and the student must provide the blood donation documentation.*
- *Return completed log sheets to your school counselor by May 1st of the current school year. Hours are cumulative and will count if additional school years are necessary to complete the 10 hour requirement.*

Community Service Seal Organization Agreement Form

****This form must be returned to your school counselor for review and approval prior to starting your community service experience hours****

Student Name: _____

Student ID number: _____

Name of Organization: _____

Organization Address: _____

Name of Contact Person: _____

Title of Contact Person: _____

Phone Number of Contact Person: _____

Email for Contact Person: _____

Write a brief description of the community service activities you will perform.

Student Name (Print): _____

Signature: _____ Date: _____

Supervisor Name (Print): _____

Signature: _____ Date: _____

School Counselor Approval: _____

Signature: _____ Date: _____

Ohio Virtual Academy

Fine Arts Seal



After completing the application, please save as a PDF and send to your school counselor via email.

Ohio Virtual Academy Fine Arts Seal

For the class of 2023 and beyond, OHVA has developed a Fine Arts Seal to meet the State High School Graduation Requirements. This Seal can meet one of the two required Readiness Seals for graduation.

During high school (grades 9-12), a student must complete **one** of the following requirements (A or B) in order to be eligible to earn the Fine Arts Seal.

- A. The student must earn **two (2) credits** of Fine Art (which could include College Credit Plus or credit flexibility work).

OR

- B. The student must earn **one (1) credit** of Fine Art *AND* complete an **organized field study/experience** in the Fine or Performing Arts, which is **OUTSIDE** of, and not to include, projects completed for the high school coursework. This field study/ experience must be able to be documented by a portfolio of the experience (please see below for further guidance regarding the portfolio). The Fine Art field-study/experience must be supervised by a qualified advisor who is a ***non-family member***.

***Please note that the coursework for Fine Arts courses taken for credit CANNOT be used as part of the field-study/experience. ***

Your Fine Art field-study/experience must fall into one of the following categories:

1. Music
2. Visual Arts (includes drawing, painting, digital arts, photography, sculpture)
3. Theater
4. Dance

Field-Study/Experience Process:

- **It is *highly recommended*** that a student has their field-study/experience approved by their School Counselor ahead of time to determine that their choice meets the appropriate guidelines, as stated above. *If the activity does not meet the guidelines, the experience will not count.*
- *The following items need to be submitted to the student's School Counselor at the completion of the field-study/experience to be reviewed and approved. **If the portfolio is not approved due to being INCOMPLETE, the School Counselor will provide feedback to the student and the student will be allowed to make the needed corrections and resubmit to the School Counselor within 2 weeks of the notification.***

1. Completed portfolio

2. Fine and Performing Arts Seal form (attached below)

- The field-study/experience may be completed anytime during 9th through 12th grades.
- See attached checklists for what to include in your portfolio.

*All transfer courses or hours accumulated at a previous school are subject to School Counselor review and may need Administrator approval.

Fine and Performing Arts Seal Field Experience Option



For this option, students must participate in and pass 1 credit of Fine Art courses AND submit documented participation in one (1) culminating production or concert with an outside fine arts organization.

Course/Production Name	School Year Taken/Participated

As a student of Ohio Virtual Academy, I _____ am verifying that I have taken

(Print student name)

and earned 1 Fine Art credit AND participated in 1 culminating productions/concerts with an outside organization. I am attaching documentation indicating my participation in a production, concert, or art show with an outside organization. **This form is being submitted BEFORE May 1st of my graduation year.**

Student Signature

Date

Parent Signature

Date

Ohio Virtual Academy Fine Arts Seal Checklist

Music

The following items must be included in your portfolio:

- Programs from concerts or recitals in which the student performed signed by teacher/director/supervisor.
- Brief video recording from each concert or recital in which the student performed. Please try to have the student visible in the recording. May submit a maximum of three recordings.

Visual Art (includes drawing, painting, digital arts, photography, sculpture)

The following items must be included in your portfolio:

- Three to four pictures of pieces of art created by student which are the best representation of the student's skill.
- One-page picture collage of the student working on their project signed by teacher/supervisor.
- If artwork is featured in an art show, please include a picture of it on display or program with name signed by art show organizer.

Theatre

The following items must be included in your portfolio:

- Programs from productions in which the student performed signed by teacher/director/supervisor
- Brief video recording from each production in which the student performed. Please try to have the student visible in the recording. May submit a maximum of three recordings.

Dance

The following items must be included in your portfolio:

- Programs from performances or recitals in which the student performed signed by teacher/director/supervisor
- Brief video recording from each performance or recital in which the student performed. Please try to have the student visible in the recording. May submit a maximum of three recordings.

Ohio Virtual Academy Student Engagement Seal



After completing the application, please save as a PDF and send to your school counselor via email.

Ohio Virtual Academy Student Engagement Seal

For the class of 2023 and beyond, OHVA has developed a Student Engagement Seal packet to meet the State High School Graduation Requirements. This Seal can meet one of the two required Diploma Seals for graduation.

This Seal can provide the student with the opportunity to participate in activities or sports that encourage student engagement. The activities should reflect the student's interests, talents, and/or abilities. During high school (grades 9-12), a student must complete the following requirements to be eligible to earn the Student Engagement Seal.

How to earn the Student Engagement Seal:

Participate in at least 2 extracurricular activities while in high school.

1. Two years (2 seasons) of participation in one club, sport, activity

OR

2. One year (1 season) of two different clubs, sports, activities

***If you are involved in an activity that does not fall within the guidelines above, please reach out to your counselor for further consideration**

Activities listed below are examples of various student engagement opportunities that could meet requirements. You do not have to use these activities; they are just examples.

- *School-sanctioned sport*
- *Boy Scouts/Girl Scouts Participation*
- *Student Council-National Honor Society*
- *Active involvement in a school club*
- *4H Participation*
- *Club sports/private lessons such as Karate, gymnastics, competitive cheerleading, etc.*
- *Organized intramural sports through school or organizations such as the YMCA or community rec center*

*****All approved organizations must have a point of contact (non-family member) to verify engagement activity. The student engagement activity must be supervised by a coach or advisor that is a non-family member.**

Please complete the form on the next page and email it to your assigned school counselor for final approval



OHIO VIRTUAL ACADEMY

Student Engagement Seal - Participation Verification Form

Student Name: _____ School Counselor Name: _____

Student ID: _____ Graduation Year: _____

*Remember, students must have completed the following while in high school:

1. **Two years** (2 seasons) of participation in **one** club, sport, activity

OR

2. **One year** (1 season) of **two different** clubs, sports, activities

***If you are involved in an activity that does not fall within the guidelines above, please reach out to your counselor for further consideration**

Activity #1: _____ 1 Season _____ 2 Seasons _____

Supervisor Name: _____ Phone: _____

Supervisor Email: _____

****Activity 1 Supervisor Signature:** _____ Date: _____

Activity #2 (if applicable): _____ 3 Season _____ 4 Seasons _____

Supervisor Name: _____ Phone: _____

Supervisor Email: _____

****Activity 2 Supervisor Signature:** _____ **Date:** _____

Appendix D – ELL Manual

Ohio Virtual Academy
English Learner Policies
& Procedures

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Purpose of English Learner Programs

Ohio Virtual Academy will increase English proficiency of English Learner (EL) and support these students in meeting academic achievement standards for grade promotion by providing high quality language instructional programs that are based on scientifically-based research and demonstrate the effectiveness of English proficiency and achievement in academic content area.

Federal Definition:

Means an individual—

- (A) who is age 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Common Acronyms

- English Learner (EL)
- Limited English Proficient (LEP)
- English Language Development (ELD)

**All of these acronyms are used to describe a student who speaks a language(s) other than English and has been identified as needing additional language support*

Definitions:

The following words and terms, when used in this regulation shall have the following meaning unless the context clearly indicates otherwise:

“Bilingual Programs” Bilingual programs are programs that provide instruction using the student's native language and English across all subject areas or provide instruction in English across all subject areas with support in the native language.

“English Learner (EL) Programs” English Learner Programs are programs providing instruction in English across all subject areas. This program takes into account the student's level of English proficiency and builds on the language skills and academic subject knowledge the student has acquired in his or her native language. Students from various linguistic and cultural backgrounds can be in the same class.

Class instruction is adapted to the students' proficiency level and supplemented by gestures, visual aids and individualized supports.

“English Learners (ELs)” English Learners are students with limited English proficiency (also referred to as (LEP) Limited English Proficient Students). ELs are individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either comprehend, speak, read or write little or no English, or who have been identified as English Learners by a valid English language proficiency assessment approved by the Department of Education for use statewide.

“English Language Development (ELD) or EL Pull-out” The goal is fluency in English

Students leave their mainstream classroom to spend part of the day receiving EL instruction, often focused on grammar, vocabulary, and communication skills, not academic content

There is typically no support for students' native languages.

“EL Push-In” The goal of this approach is fluency in English; students are served in a mainstream classroom, receiving instruction in English with some native language support if needed; and the ELteacher or an instructional aide provides clarification, translation if needed, using EL strategies.

Process

The English Learner Program Process includes eight strategic components:



Language Usage Survey

A Language Usage Survey or the questions contained in the survey will be administered as part of the registration process for all registering students and will elicit from the student's parent, guardian or relative caregiver the student's first acquired language and the language(s) spoken in the student's home or by the student.

During the enrollment process all families will answer a series of questions in a digital document titled the Language Usage Survey (LUS) questions as a first and primary effort to collect required native/primary language information about students. They will complete the Language Usage Survey in the form of a DocuSign document as a required part of the enrollment process. Parents calling to enroll their child(ren) will hear options for language

assistance in 9 languages with an option to choose a different language. Any positive responses to the LUS questions answered during enrollment will be routed to the EL Coordinator who will follow the Identification Process (see previous page).

Those students with positive responses to any of the LUS questions will be referred to the EL Coordinator who will then talk with the family to determine if services were previously received, current language needs of student, review prior school records, including any previous EL evaluations, program plans, etc. that could help the school determine next steps needed in the assessment and placement of the student. If deemed appropriate based on positive responses to the LUS questions, steps will be taken to screen and then assess the student to determine eligibility status and develop an appropriate English Learning Plan.

If an eligible student is not identified during the EL identification process or if the parent did not accurately report the child's native or home language, all teachers and administrators will receive training on how to complete the EL Referral Survey that is available online (**See Appendix C**). All parties asking these questions will be provided professional development on EL indicators and their obligation in routing positive responses to the appropriate ESL point of contact. The EL Coordinator will review each referral and investigate student and family need for language support services.

The LUS should be given once upon enrollment in a public school or when they move to a new state and enroll in school for the first time. If an LUS is completed and the original LUS is received from a previous school, the school should use the original LUS for all decisions regarding EL services.

- **Appendix C – EL Referral Procedure Email Template**
- **Appendix S - Professional Development for All Staff Educating and Supporting EL students**

Language Usage Survey Questions:

The Language Usage Survey (also referred to as a Home Language Survey) is a required compliance item on the online Parent Portal where parents register their children to attend OHVA. It must be completed before enrollment is approved.

Those questions are:

In what language(s) would your family prefer to communicate with the school? What language did your child learn first?

What language does your child use the most at home? What languages are used in your home?

In what country was your child born?

Has your child ever received formal education outside of the United States?

If yes, how many years/months?

If yes, what was the language of instruction? Has your child attended school in the United States?

If yes, when did your child first attend a school in the United States

If one or more responses to the questions above indicate a potential need for supports, the student will be assessed for services.

EL Program Identification, Support, and Exit Flow Chart
Ohio Virtual Academy

During the enrollment process at OHVA,
Language Usage Survey indicates a language other than English

Assessment determines eligibility for EL services
Proctor (teacher) administers the Ohio English Language Proficiency Screener (OELPS)

Parent Notification Regarding EL Qualification
Within 30 days of the start of the school year (or within two weeks of placement if not identified prior to beginning of school); sent by EL Teacher for newly identified and previously identified EL students.

Student Identified as Limited English Proficient

Student NOT Identified as Limited English Proficient

Parent/Guardian accepts services

Parent/Guardian declines services

Student assigned to regular curriculum

Provision of Appropriate EL Services:

Services based on student needs (Ex. small group instruction, tutoring, in-class support)

Student is still identified as EL and participates in annual OELPA assessment

Student is assigned to the regular curriculum
General Education Teacher and EL Teacher work collaboratively.

Student Continues until Meets Exit Criteria

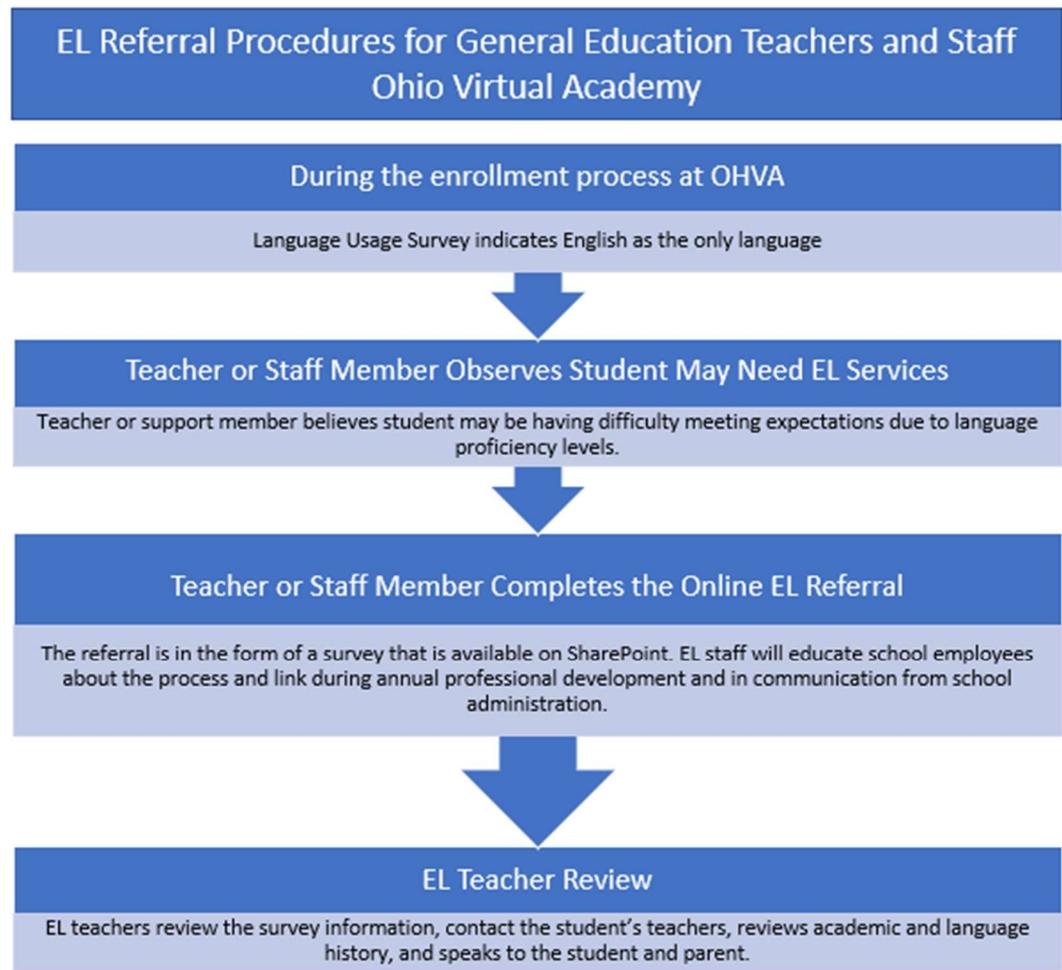
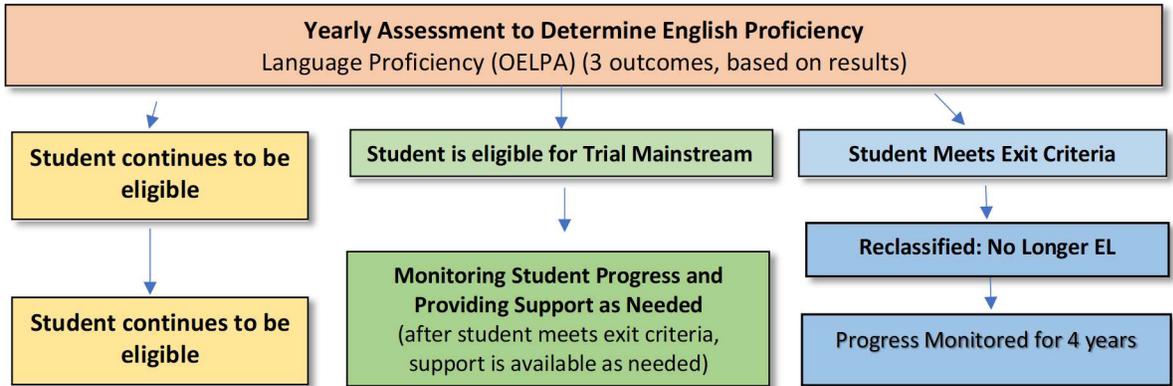
Student is still identified as EL and participates in annual OELPA assessment until meets exit score requirement

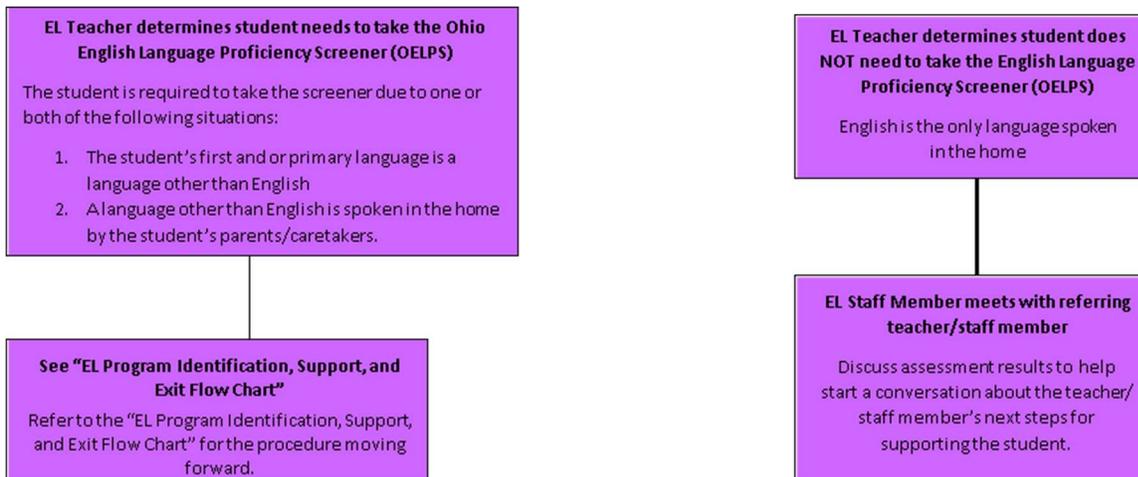
Exited Student Monitored for 4 Years

Monitoring will include ongoing language assessment scores, grades, and teacher observations

Withdraw Exited Student from EL Monitoring. Student performance indicates no further need for EL support.

Place Exited Student back in EL Program
EL teacher and EL Coordinator meet with parent; parent may accept or decline services.





Program Entrance:

Based on a “yes” response to one of the LUS questions, if the student is a new enrollee in a public school and has not attended a public school within the United States previously, they should have the Ohio English Learners Proficiency Screener (OELPS) administered and the parents/guardians notified within 30 days of the student’s first day of school.

For those students who have attended another public school within the United States, their LUS and EL records should immediately be requested from their last school of attendance. Once obtained and prior to the student’s first [30] days at the school, equivalent services should be provided immediately. Additionally, the annual parent notification will be sent to the family.

The following steps should be adhered to:

1. Any student new enrollee in a public school and has not attended a public school within the United States previously for whom a language other than English is reported on the home language survey or on the registration form as the student's first acquired language or as a language used in the student's home or by the student shall be administered an English language proficiency screener. The screener shall be conducted as soon as practicable, but not later than twenty-five (25) school days after enrollment and shall be conducted by qualified personnel trained in the administration of the assessment instrument. Parents must be notified of results with ten (10) days of the administration of the English language proficiency assessment.
2. The English language proficiency assessment shall be based on the English Language Proficiency Standards for English Learners K to 12 and shall assess listening, speaking, reading and writing. The Ohio English Language Proficiency Screener shall be validated for this purpose and is approved by the Department of Education for use statewide.

3. Any student who achieves a score on the English language proficiency assessment that is lower than the eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be identified as an EL and shall be entitled to a program of instruction for EL students.

Additionally, the decision to identify a student as an EL should be based on multiple measures including:

1. Ohio English Language Proficiency Screener
2. Work Sampling • Grades • Homework and teacher/parent input

Documenting EL Services

When a student begins service, a start date for EL and/or bilingual service should be entered on the student's individual record. If the student begins receiving service, but after parent notification (see below) is withdrawn from services, the start date should be indicated as parent withdrawn and the date the school received written parent notification. A start date for ELs receiving EL and/or bilingual services must be documented annually. Third, a start date is entered indicating when the student began to receive EL or bilingual services. The start date should be the first day upon which the student received instruction in an EL or bilingual program. It is not permissible to simply enter the first day of school if the student did not receive EL or bilingual services the first day of school.

➤ **Appendix D – Caseload Documentation Form**

Parent Notification of Services

The Parent Notification Letter is used to notify parents of students that have been identified as EL and their student's placement in a language instruction program. **The parent notification letter is sent each year to all EL parents/guardians.** The letter must be provided to the parent no later than 30 days from the student's first day of school.

The school will ensure that all communication to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

➤ **Appendix S - Professional Development for All Staff Educating and Supporting EL students**

Parent Notification – EL Identification Letter

OHVA will notify parents of their child(ren)'s EL status using this letter provided by the Ohio Department of Education. This Parent Notification – EL Identification Letter is available in multiple languages.

➤ **Appendix A – Parent Notification Letter**

Services and Programs of Instruction for ELs

Programs of instruction for ELs shall include formal instruction in English language development; and instruction in academic subjects which is designed to provide ELs with access to the regular curriculum. In selecting a program(s), the school shall choose programs that are research based and that have been demonstrated to be effective in the education of ELs.

1. Programs shall be implemented consistent with the goal of prompt acquisition of full English proficiency. Programs shall include instruction in academic subjects which is equivalent in scope to the instruction that is provided to students who are not limited in English proficiency.
2. Instruction shall be delivered by individuals who meet Department of Education licensure and certification requirements and who are trained in the delivery of instruction to ELs.
3. The student's parent, guardian or Relative Caregiver has a right to refuse placement of their child (ren) in either the Bilingual or the EL program and also has the right to withdraw an identified student from either program. Parents, guardians or Relative Caregivers of eligible students who refuse placement of their student in either program or withdraw students from either program shall do so in writing.

➤ **Appendix E- OHVA EL Program Design**

➤ **Appendix S - Professional Development for All Staff Educating and Supporting EL students**

Adequate and Comparable Physical Facilities, Online Access, & Peer Integration

When OHVA provides any instruction or services in a physical location, it will ensure that the facilities and locations in which it delivers EL instruction and services are both adequate to program needs and comparable in size and quality to the facilities and locations in which all students are educated. In addition, the Academy will ensure that its online learning provides access for EL students that is comparable to that provided to non-EL students.

OHVA will ensure that it does not separate EL student from their non-EL peers in the online context and in any face-to-face provision of instruction or services, except to the extent such separation is necessary to the stated goals of the EL program.

OHVA will ensure that EL students have the same opportunity as their non-EL peers to participate in special programs and activities.

English Learning Plans

Just as schools approach educating students with special needs, instruction of EL students should be specifically geared towards individual students and addressing their individual needs. English Learner Plans are utilized to identify additional supports and state approved accommodations they need to achieve academic and language growth and success.

English Learner Plans (ELP) Components:

- The ELP is created by the student’s English Learner teacher(s) in conjunction with the school’s EL Coordinator;
- The ELP should be shared with the student to ensure the student understands to what they are entitled;
- All LEP students must have an ELP;
- Teachers and staff with educational contact must be given a copy of the ELP accommodations and strategies and are required to implement the ELP within their classroom on a daily basis;
- Parents must receive a copy of the ELP indicating supports and services the student will be receiving. This should be sent in the same mailing with the parent Notification of Services.

➤ **Appendix B – English Learner Plan**

➤ **Appendix S - Professional Development for All Staff Educating and Supporting EL students**

Progress Monitoring

Additionally, students receiving EL support will be monitored within the four domains in the fall, winter and spring of the school year through progress monitoring using a standardized benchmark assessment or frequent formative assessments. Benchmark assessments assist teachers in monitoring EL student's progress towards state standards and allow them to adjust curriculum and interventions to target student learning and ensure student academic growth. This progress monitoring will be recorded and maintained in each student's personal EL file as well as shared with the student's respective families.

The Semester Progress Report documents semester progress monitoring on LEP student's progress. The following are recommended items from Office of Civil Rights to include on the monitoring form:

- The individual responsible for monitoring
- How often the student is monitored
- Items that will be monitored (test scores, grades, state/local assessments, teacher feedback, etc.)
- Method or criteria used to measure the student has been successful

- **Appendix G – Semester Progress Report**
- **Appendix S - Professional Development for All Staff Educating and Supporting EL students**
-

Progress Monitoring Duty Descriptions

Progress Monitoring Duties of the EL Coordinator:

- Email EL teachers EL Attendance report weekly to monitor attendance.
- Email EL teachers Progress/Grade Trackers monthly.
- Weekly meetings with staff to determine needs of individual students, EL teachers, GE teachers and Advisors. Work to resolve these issues through methods including but not limited to teacher training, curriculum modification planning and parent meetings.
- Remind teachers to schedule benchmarks or curriculum-based assessments as applicable.

Progress Monitoring Duties of the EL Teacher:

- Create English Learner Plan containing initial assessment scores and any accommodations or modifications for each student.
- Hold ELP conferences with students' legal guardians, District Representatives, at least one GEteacher, intervention specialist as needed and the student if desired.
- Check EL Attendance report weekly for students whose attendance is concerning. Contact those students/families to offer support.

- Check Progress/Grade Trackers monthly and follow up on those whose progress is concerning. Contact the teachers of those students to get more information and reach out to the students/families to offer support.
- Support teacher and student needs in courses and in teaching targeted EL skills.
- Enter results of benchmark or curriculum-based assessments on Semester Progress Report.
- Send Progress Reports to the students' legal guardians and save them in the students' cumulative files.

Progress Monitoring Duties of the GE Teacher:

- Attend ELP conference and/or follow ELP requirements for accommodations and modifications
- Respond to student needs through strategies and intervention in courses
- Communicate with EL teachers about student progress and needs

Re-entry Criteria

When there is a question as to whether a student who has exited the EL program should be re-admitted, a Decision-Making Tool will be used by the EL team. This DMT will consider the following criteria:

- Most recent state test scores
- Most recent OHVA test scores (ex: MAP)
- EL screener scores (ex: LAS Links)
- Observational data from teachers and parents

State Assessment Accommodations

If a student receiving EL services needs accommodations to access their education at the same level as their same age and grade peers it must be noted on the ELP. Accommodations needed for state assessments must follow these guidelines:

- LEP students are eligible to receive accommodations on state assessments; however, in order to do so, the accommodation must be marked on the student's ELP.
- Only state-approved accommodations can be used with EL students on state assessments.
- Refer to the DOE website for an updated list of approved accommodations.

➤ **Appendix B - English Learner Plan**

English Language Proficiency Assessment

Every student identified as an EL will be administered an English language proficiency assessment annually. This assessment is called the OELPA and is administered in a window of February to March.

Any student who achieves a score on the annual English language proficiency assessment that is higher than the eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be reviewed to determine if they should be transitioned to a fully English proficient student and placed in a regular classroom.

Appendix S - Professional Development for All Staff Educating and Supporting EL students Annual Program Evaluation

If the school is receiving **Title III funds** to provide services or programs for ELs, it shall prepare an annual evaluation of its program(s). This evaluation shall be part of the district's annual evaluation process under and in compliance with the Consolidated Application.

Ongoing assessment will determine continued EL identification and movement from level to level within the ESL program. ELs participate in statewide English language proficiency assessments, state assessments, and district achievement assessments as well as classroom assessments in English language development/ESL, reading, math, science and social studies.

➤ **Appendix I – EL Annual Program Evaluation**

Data and Information Required by the Department of Education

Ohio Virtual Academy shall enter such data and information concerning ELs as instructed by the Department of Education and as otherwise required annually. The EMIS coordinator uploads student information weekly up to once daily. Accommodations for state testing are uploaded when the TA manifest is up per ODE requirement.

➤ **Appendix S- Professional Development for All Staff Educating and Supporting EL students**

Exit Criteria and Reclassification

Ohio Virtual Academy will provide services to EL students until they are proficient enough in English to participate meaningfully in the regular education program. The school will determine whether or not a student requires EL service based on a variety of measures. If the combined evidence suggests that an EL no longer needs direct service and has achieved advance on the Annual Assessment, the student may be exited from direct EL service. Exit and Reclassification is based on the following criteria:

- Any student who achieves a score on the annual English language proficiency assessment that is higher than the eligibility cut off score in listening, speaking, reading and writing established by

the Department of Education shall be identified to determine if they should be transitioned to a fully English proficient student and placed in a regular classroom.

- The student no longer needs English language development services or an ELP including but not limited to specific interventions based on the four domains (reading, writing, speaking and listening) based on multiple indicators including:
 1. OELPS (Ohio English Language Proficiency Screener, grades K and 1-12)
 2. OELPA (Ohio English Language Proficiency Assessment)
 3. Work Sampling • Grades • Homework and teacher/parent input
- The student now has full access to the mainstream curriculum with or without the use of universal tools (assistive technology) available to all students.
- The student will be *informally* monitored during their four years being reclassified to ensure they are keeping up with their mainstream peers through semester reviews of classroom, test and overall academic performance. This monitoring will be over a 4- year time-period and tracked through the state reporting system.

Annually, parents will be notified of the exit and reclassification criteria for EL students.

- **Appendix A - EL Identification Letter (includes exit criteria), including the link to access the letter in multiple languages**
- **Appendix J – EL Program Exit Letter**
- **Appendix D – Caseload Documentation Form**
- **Appendix K – EL Exited Student Information**
- **Appendix S - Professional Development for All Staff Educating and Supporting EL students**

Retention of EL Students

Retention of an LEP student should not be based solely upon their level of English language proficiency. Prior to considering retention of an LEP student, the following points will be addressed in an English Learning Plan (ELP) meeting comprised of the student’s teacher(s), EL staff member(s), administrator(s), and the student’s parents/guardians. Documentation and results of the ELP meeting must be kept in the student’s cumulative folder.

- The ELP committee should consider the length of time a student has been enrolled in the school corporation in order to determine whether retention is an appropriate choice.
- The student’s parent(s)/guardian(s) should be contacted when a student is not performing at

grade level. All communication should be documented and in the parent(s)/guardian(s) native language. Documentation may include phone calls, progress reports, report cards, sample work, etc.

- Every LEP student is required to have an English Learning Plan (ELP) or localized form for documenting modifications and adaptations. Teachers are required to have copies of ELPs for any student that they have and all modifications and adaptations must be followed. It is important to ensure that the ELP has been fully implemented and documentation has been provided for any changes or updates made to the ELP. The ELP is a fluid document that should be re-visited and updated as new data becomes available but not less than once per school year.
- An LEP student should be receiving English language development services throughout the school day via a push-in, pull-out or an EL course specifically designed to support language development.
- There must be a collection of multiple data points showing that an LEP student is consistently failing to meet grade level expectations on screening and progress monitoring instruments. Retention decisions for LEP students should not be based on one specific piece of data.

➤ **Appendix L - FAQ**

Student EL Files

Ohio Virtual Academy maintains electronic cumulative files on each student. The following information needs to be included in the EL subfolder of the cumulative file or saved in OHVA's electronic notes system for each student (such as TotalView).

- Language Usage Survey (retained for all students)
- Placement and Annual Assessment results
- Copy of the most recent ELP
- Progress monitoring assessment or documentation (monthly)
- Opt-out letter completed by parent, if applicable
- Copy of all parent letters or communication that are timed stamped with the date of mailing

Appendix S - Professional Development for All Staff Educating and Supporting EL students

Language Assistance Plan

The Language Assistance Plan at Ohio Virtual Academy includes policies, procedural guidance, and supporting documents to ensure appropriate and timely language assistance to national origin minority, Limited English Proficient parents/guardians (LEP parents) that ensures they are notified, in a language they understand, of school activities, including activities related to and associated with their role as learning coaches, and other information and matters that are called to the attention of other parents. LEP parents may or may not have children who qualify for EL services; LEP parents must receive language assistance in a language they understand regardless of the EL eligibility of their child(ren) enrolled in Ohio Virtual Academy. **The Language Assistance Plan includes:**

Notification of Language Assistance Services

Ohio Virtual Academy must notify LEP parents and all Academy staff of the availability of free language assistance services with respect to information about Academy programs and activities (e.g., on-line/digital and “in person” or telephone-based orientation sessions, parent-teacher conferences, meetings with OHVA staff, special education or other meetings about disability, learning coach activities, etc.). The notification(s) will include information about how to access the services and will identify an OHVA contact person (EL Lead Teacher) who can assist LEP parents in accessing interpreter services or translated documents.

The notification of Language Assistance Services is published in/on:

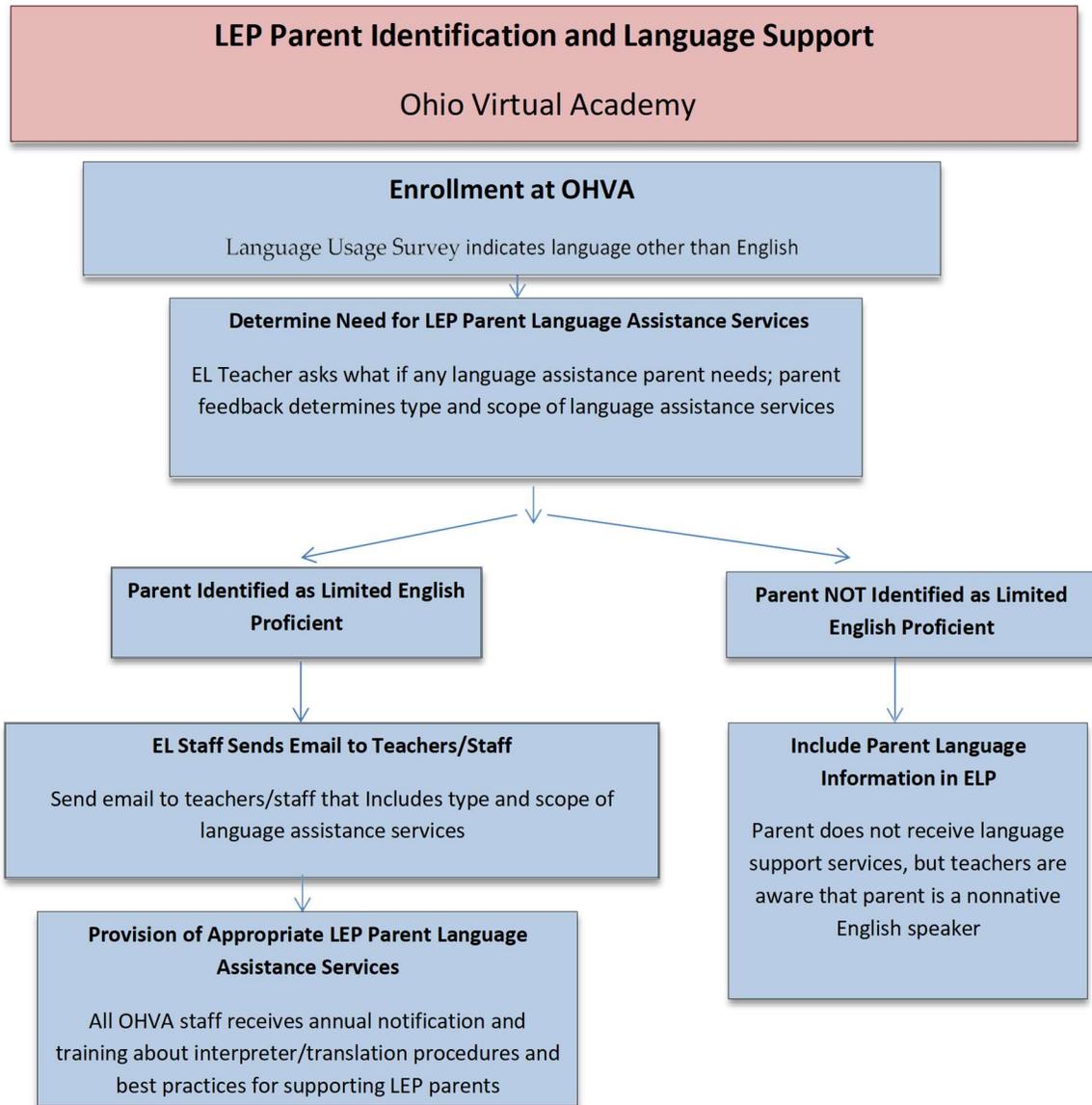
- the Academy’s website;
 - the student and parent handbooks;
 - all Academy-wide or school-based newsletters or other general communications;
 - general contact information in advertisements or other contacts relating to enrollment/admissions.
- **Appendix M – Notification of Language Assistance Services**
- **Appendix S - Professional Development for All Staff Educating and Supporting EL Students**

Identification of LEP Parents

Ohio Virtual Academy must identify LEP parents who may need language assistance through, at a minimum, Language Usage Surveys that ask parents, in a language they understand (in writing and/or verbally, as appropriate), if they need written translations or oral interpretation of communications and, if so, to specify the language(s) needed; through interaction between parents and staff; and taking into account that English Learner (EL) students, whom the Academy has an obligation to identify, may also have LEP parents.

A parent does not have to be of limited English proficiency in speaking, reading, writing, and comprehending English in order to be considered LEP; rather, a parent need be limited in only one of accept the parent’s assertion that he or she needs language assistance without requiring corroboration.

Appendix S - Professional Development for All Staff Educating and Supporting EL Students



LEP Parent Language Services Tracker

Ohio Virtual Academy maintains the LEP Parent Caseload and Services Log as the centralized and current list of LEP parents identified as needing language assistance services, as well as the type of language assistance services they need and a log of the language assistance services provided to them that includes date of service, type of service (e.g., translation or interpreter services for special education, disciplinary proceedings), and service provider (including name, position, and qualifications).

The EL Coordinator will maintain this list in the internal document storage system for this purpose, and will ensure that all relevant staff are aware of the location and purpose of the list. “Staff,” for the purposes of this Agreement, will include all relevant administrators, teachers, counselors, and support staff.

In addition, the EL Coordinator will email staff members who are likely to interact with an identified LEP parent to advise them of the parent’s potential need for language assistance, the circumstances under which they may need assistance (e.g., setting up hardware and software, explaining the Academy’s process, first and later contacts with teachers and other staff, parent-teacher conferences, contacts and documents related to learning coach activities, disciplinary actions, disciplinary hearings, contacts and documents related to Individualized Education Programs (IEP) developed under the Individuals with Disabilities Education Act of 2004 (IDEA) or plans developed under Section 504 of the Rehabilitation Act of 1973 (Section 504), hearings or documents relating to dis-enrollment), the type of language assistance they might need (e.g., translation services or interpreter services), and the means by which they may

timely obtain such assistance for the parent. OHVA staff must be educated on how to obtain, in a timely manner, appropriate, qualified translators or interpreters as needed.

- **Appendix N – LEP Parent Caseload and Services Log**
- **Appendix O– LEP Parent Language Assistance for Staff – Email Template**
- **Appendix S - Professional Development for All Staff Educating and Supporting EL Students**

Language Interpreters and Translators

Interpreters must be made aware of any specialized processes, terms, or concepts pertinent to OHVA’s program and be able to explain or interpret/translate the terms in the native language of the parents for whom they are providing services, including but not limited to, how to set up and deal with the Academy’s on-line provision of its program, interpreters at IEP meetings and Section 504 meetings and special education or disability-related terminology and concepts.

Translators must be made aware of the expected reading level of the audience and, where appropriate, have fundamental knowledge about the target language group’s vocabulary and

phraseology. Staff who request a translation, usually the EL Lead Coordinator, will include relevant information on **the Interpreter Request form**. The process should require, as deemed appropriate and necessary, consultation with relevant community organizations to help determine whether a document is written at an appropriate level for the intended audience.

- **Appendix P – Interpreter Request form**
- **Appendix S - Professional Development for All Staff Educating and Supporting EL Students**

Annual Staff Notification of Interpreter/Translation Information

The EL Coordinator will provide OHVA staff with the Annual Staff Notification of Interpreter Information prior to the first day for students. This document includes information about the following:

1. Notice of Language Assistance Services for Parents
2. Accessing an interpreter
3. Requesting document translation
4. Utilizing free online translation
5. Tracking Language Assistance Services
6. Using family members/friends of LEP parents as interpreters/translators

- **Appendix Q - Annual Staff Notification of Interpreter/Translation Information – Email Template**
- **Appendix S - Professional Development for All Staff Educating and Supporting EL Students**

Translation of Vital Documents

The EL Coordinator will collaborate with the Family Support Coordinator and other administrative staff as necessary to identify vital written documents that need to be translated into the language of each frequently-encountered LEP parent group eligible to be served and/or likely to be affected by the Academy’s program or activities, as well as other languages as necessary.

OHVA will follow the **LEP Parent Language Assistance Process** for determining language assistance need and will utilize the information in the **Annual Staff Notification of Interpreter/Translation Information (Appendix V)** to request the translation and/or interpretation of documents and communications that are specifically tailored to the online format of OHVA. These including, but are not limited to:

1. E-mail;
2. Live Class Session,

3. 3. Online threaded academic discussions and other discussions involving the participation of learning coaches;
4. 4. web conferencing and chat room communications.

In determining which written documents are vital, the Academy will consider the importance of the program, information, encounter, or service involved and the consequence to the LEP parent and his/her children if the information in question is not provided accurately or in a timely manner.

At a minimum, the following vital written documents will be translated into the language of each frequently-encountered LEP parent group:

1. notices relating to matters of Academy procedures, such as how to access its on-line program and how to set up hardware, software, and an internet service provider to access the Academy's program;
2. notice of procedural safeguards in the context of providing children with disabilities with a free appropriate public education (FAPE) under Section 504 and IDEA;
3. documentation related to eligibility and placement decisions under Section 504 and IDEA;
4. disciplinary notices and procedures;
5. registration/enrollment forms, emergency notification forms, and other forms most commonly used by the district to communicate with parents;
6. report cards and student progress reports;
7. notices of parent-teacher conferences or meetings;
8. parent handbooks and fact sheets, if utilized by the Academy;
9. documentation regarding the availability of academic options and planning, including any gifted and talented programs, alternative language programs, tutoring, and counseling and guidance services;
10. screening procedures that request information from parents about the child's language background and the parents' preferred language for communication with the school.

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Evaluation of the Language Assistance Plan

The EL Coordinator will meet with the Language Assistance Plan Evaluation Team to conduct the annual evaluation of the effectiveness of OHVA's Language Assistance Plan. The evaluation must be completed annually by July 1st.

The annual evaluation must include the following components:

- identification of the current LEP parent groups encountered by the Academy
- the frequency of encounters with LEP parents
- the nature and importance of activities involving LEP parents
- the availability of resources, including technological advances and sources of additional resources, and the costs imposed
- whether existing assistance is meeting the needs of LEP parents

- whether staff knows and understands the language assistance plan and how to implement it;
- whether identified sources for language assistance are timely available and viable
- a determination whether new documents, programs, services, and activities need to be made accessible for LEP parents and whether the Academy needs to provide notice of any changes in services to LEP parents and to Academy staff.

Appendix R – Annual Evaluation – Language Assistance Plan

Appendix A – Parent Notification

Translate this message: <https://translate.google.com>

Dear Parents/Guardians:

Our district is required to assess the English language proficiency of all students whose home or native language is other than English. Your child's English communication skills have been assessed because your child's home or native language is not English. We have used the Ohio English Language Proficiency Screener (OELPS) as required by the Ohio Department of Education.

In the attached Notification of Services document, you will see your student's results in the following domains: Listening, Speaking, Reading, and Writing. Your student will be offered services that will address their individual needs indicated in the results, and these services will be outlined in the attached document as well.

Please read and sign the attached form, indicating whether or not you accept the services offered, by **DATE**. You can sign it by printing the document, putting an X in the box regarding acceptance or refusal of services, and sign/date the document. Then, you can either scan or take a picture of the signed document and email it to me. Please contact me with any questions or concerns.

Additionally, please read the attached English Learner Plan (ELP) for |student.firstname|. The ELP focuses on your child's most recent OELPA/OELPS scores, goals of focus for English Learner (EL) classes, and classroom accommodations and modifications for assignments and assessments. In the coming days, I will contact you to set up a meeting in which we can discuss the ELP.

You have the right to ask questions and receive an explanation about the EL program and services included in this letter and the right to this information in a language you understand. The link to Google Translate is at the bottom of this message.

Sincerely,

[Insert Teacher Name and Signature]

The Ohio English Language Proficiency Standards can be found at:

<http://education.ohio.gov/Topics/Student-Supports/English-Learners/Teaching-English-Learners/Ohio-English-Language-Proficiency-ELP-Standards>

Appendix B: English Learner Plan

OHIO VIRTUAL ACADEMY, OH
English Learner Plan

Student: Alan Training
Student ID: training196



English Learner Plan School Year

Student Information

Student	Alan Training	Grade Level	12	School	Training School
Student ID	training196	Home Language	English	Date of Birth	7/5/2002

English Language Proficiency Tests

Each LEP student takes an English Proficiency test when they enroll and each spring. Each student receives a proficiency level in each domain (listening, speaking, reading, and writing) based on their raw scores. Once the student achieves specific levels in all four domains, and meets additional district and state exit criteria, they will no longer be considered an LEP student and will not receive LEP services.

Test Name and Date	Results																	
ELPA21 Annual 5/24/2019	Overall		Listening		Speaking		Reading											
	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1		1		1		1											
	(307)		(384)		(419)		(378)											
			Writing															
	1	2	3	4	5													
	1																	
	(368)																	

Proficiency Level Descriptors

The ELPA21 Annual test results are ranked into the following categories:

Listening, Speaking, Reading, Writing

1	2	3	4	5
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

Overall

1	2	3
Emerging	Progressing	Proficient

Descriptors

At this LEP student's level of English proficiency, you can expect that they will be able to:

Domain	Current Descriptors	Successive Descriptors
Listening	<p>1: Beginning Students at this level:</p> <ul style="list-style-type: none"> When listening, the student at Level 1 is working on: determining the meaning of frequently occurring words, simple phrases, and formulaic expressions in simple oral communications and presentations; listening 	<p>2: Early Intermediate Students at this level:</p> <ul style="list-style-type: none"> When listening, the student at Level 2 is working on: determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; analyzing and critiquing oral arguments of others on familiar topics; identifying the main topic and

	to short conversations on familiar topics and responding to simple yes/no questions and some wh- questions.	retelling a key detail or supporting reason from oral communications; participating in short conversations.
Reading	<p>1: Beginning Students at this level:</p> <ul style="list-style-type: none"> When reading grade-appropriate text, the student at Level 1 is working on: recognizing the meaning of frequently occurring words, simple phrases, and formulaic expressions in literary and informational text; identifying the point an author makes; responding to yes/no and some wh- questions to demonstrate understanding of text; gathering information from provided sources and labeling collected information. 	<p>2: Early Intermediate Students at this level:</p> <ul style="list-style-type: none"> When reading grade-appropriate text, the student at Level 2 is working on: identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.
Speaking	<p>1: Beginning Students at this level:</p> <ul style="list-style-type: none"> When speaking, the student at Level 1 is working on: communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some wh-questions; expressing an opinion about a familiar topic. 	<p>2: Early Intermediate Students at this level:</p> <ul style="list-style-type: none"> When speaking, the student at Level 2 is working on: producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement.
Writing	<p>1: Beginning Students at this level:</p> <ul style="list-style-type: none"> When writing, the student at Level 1 is working on: communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context-specific messages; participating in short written exchanges on familiar topics and texts. 	<p>2: Early Intermediate Students at this level:</p> <ul style="list-style-type: none"> When writing, the student at Level 2 is working on: writing clear and coherent simple and compound sentences using common linking words; constructing written claims with some organization, supported by a reason or evidence and a concluding statement; recounting a short sequence of events in order; providing one or two facts about a topic; writing one relevant question about a prompt.

LEP Services

No LEP Services available

Goals

Academic Period	Domain	Goal	Progress
2022/2023 - Year	Speaking, Writing	ELPA21.3.3 - Student moving to Level 3 Speak and write about grade-appropriate complex literary and informational texts and topics, deliver short oral presentations, compose written narratives, compose informational texts about familiar texts, topics, experiences, or events.	Met

Modifications

No Modifications available

Accommodations

No Accommodations available

Notes

No Notes available

Teacher Signature: _____ Date: _____ Phone Number: _____

Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

Appendix C - EL Referral Procedure Email Template

OHVA Teachers

- [EL Referral Survey](#)

All families are required to complete a Home Language Survey when they enroll at OHVA. However, even if a student's survey answers indicate English as the only language, it is possible that the student was missed during the EL identification process or that the parent did not accurately report the child's native or home language.

Please complete the EL Referral Survey online ([EL Referral Survey](#)) if you have observed a student struggling with coursework and suspect the student's struggles are related to that student's English proficiency level. The EL Coordinator will review your referral and investigate the student's academic and language background. The EL Coordinator will contact you for more information as needed and to discuss the results of the review.

Survey questions:

1. Date of referral
2. Referring teacher's name
3. Student Name
4. Student ID
5. Do you suspect the student may need EL services?
6. If yes, please include specific reasons or observations for why you think this student may qualify for EL services.
7. Do you suspect that the LC/LG may require interpreter/translation services?
8. If yes, please include specific reasons and specify who would need the services (ex: both parents, only mother, LC is comfortable in English but LG needs an interpreter).

Thank you,

EL Coordinator

OHVA Staff	Qualifications	Primary responsibilities
EL Coordinator	<ul style="list-style-type: none"> Current State of Ohio teaching license in TESOL Master's degree in TESOL, Language Education or related field (preferred) 	<ul style="list-style-type: none"> Monitor and ensure compliance with state and federal requirements for serving EL students and their families Coordinate Professional Development for staff Support EL Team
EL Teacher	<ul style="list-style-type: none"> Current State of Ohio teaching license in TESOL (preferred) or endorsement OR able to secure credentials within 1 school year of accepting the position 	<ul style="list-style-type: none"> Meet with EL students in 1-1 and small group settings to teach targeted EL language acquisition integrated with course content material Support General Education teachers in modifying course content Teach grade 9-12 TESOL course(es) for ENG or FRL credit
General Education teacher	<ul style="list-style-type: none"> Current State of Ohio teaching license for GE subject(s)/ages taught; 	<ul style="list-style-type: none"> Present grade level content area information in a format modified/with accommodations to meet the language and academic needs of EL students in general education courses

Features of the EL Program:		
Grade Band	Class Descriptions	Resources include but are not limited to:
K	Beginning and Intermediate classes 30 minutes 4 days a week	<ul style="list-style-type: none"> K12 ELA curriculum BrainPOP ELL Scholastic magazines edHelper ELLii IXL National Geographic EL curriculum NewsELA <i>Easy English News</i>
1-2	3 language levels (beginning, intermediate, advanced) per grade, 30 minutes 4 days a week	
3-5	3 levels of class per grade: <ul style="list-style-type: none"> LEP levels 1-2 30 min, 4 days a week LEP levels 3-4 30 minutes 3 days a week LEP level 5—30 minutes once a week 	

Appendix G: Semester Progress Report

OHIO VIRTUAL ACADEMY, OH
English Learner Progress Report
3/24/2023

Student: Alan Training
Student ID: training196



English Learner Progress Report Semester

Student Information

Student	Alan Training	Student ID	training196	Grade Level	12
Date of Birth	7/5/2002	Home Language	English		

English Language Proficiency Tests

Each LEP student takes an English Proficiency test when they enroll and each spring. Each student receives a proficiency level in each domain (listening, speaking, reading, and writing) based on their raw scores. Once the student achieves specific levels in all four domains, and meets additional district and state exit criteria, they will no longer be considered an LEP student and will not receive LEP services.

Test Name and Date	Results																
ELPA21 Annual 5/24/2019	<table border="0"> <tr> <td style="text-align: center;">Overall</td> <td style="text-align: center;">Listening</td> <td style="text-align: center;">Speaking</td> <td style="text-align: center;">Reading</td> </tr> <tr> <td style="text-align: center;"> (387) </td> <td style="text-align: center;"> (384) </td> <td style="text-align: center;"> (419) </td> <td style="text-align: center;"> (378) </td> </tr> <tr> <td style="text-align: center;">Writing</td> <td colspan="3"></td> </tr> <tr> <td style="text-align: center;"> (368) </td> <td colspan="3"></td> </tr> </table>	Overall	Listening	Speaking	Reading	 (387)	 (384)	 (419)	 (378)	Writing				 (368)			
Overall	Listening	Speaking	Reading														
 (387)	 (384)	 (419)	 (378)														
Writing																	
 (368)																	
ELPA21 Annual 6/15/2018	<table border="0"> <tr> <td style="text-align: center;">Overall</td> <td style="text-align: center;">Listening</td> <td style="text-align: center;">Speaking</td> <td style="text-align: center;">Reading</td> </tr> <tr> <td style="text-align: center;"> (485) </td> <td style="text-align: center;"> (470) </td> <td style="text-align: center;"> (525) </td> <td style="text-align: center;"> (475) </td> </tr> <tr> <td style="text-align: center;">Writing</td> <td colspan="3"></td> </tr> <tr> <td style="text-align: center;"> (471) </td> <td colspan="3"></td> </tr> </table>	Overall	Listening	Speaking	Reading	 (485)	 (470)	 (525)	 (475)	Writing				 (471)			
Overall	Listening	Speaking	Reading														
 (485)	 (470)	 (525)	 (475)														
Writing																	
 (471)																	

Descriptors

At this LEP student's level of English proficiency, you can expect that they will be able to:

Domain	Current Descriptors	Successive Descriptors
Listening	<p>1: Beginning Students at this level:</p> <ul style="list-style-type: none"> When listening, the student at Level 1 is working on: determining the meaning of frequently occurring words, simple phrases, and formulaic expressions in simple oral communications and presentations; listening to short conversations on familiar topics and responding to simple yes/no questions and some wh- questions. 	<p>2: Early Intermediate Students at this level:</p> <ul style="list-style-type: none"> When listening, the student at Level 2 is working on: determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; analyzing and critiquing oral arguments of others on familiar topics; identifying the main topic and

		retelling a key detail or supporting reason from oral communications; participating in short conversations.
Reading	1: Beginning Students at this level: <ul style="list-style-type: none"> When reading grade-appropriate text, the student at Level 1 is working on: recognizing the meaning of frequently occurring words, simple phrases, and formulaic expressions in literary and informational text; identifying the point an author makes; responding to yes/no and some wh- questions to demonstrate understanding of text; gathering information from provided sources and labeling collected information. 	2: Early Intermediate Students at this level: <ul style="list-style-type: none"> When reading grade-appropriate text, the student at Level 2 is working on: identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.
	1: Beginning Students at this level: <ul style="list-style-type: none"> When speaking, the student at Level 1 is working on: communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some wh-questions; expressing an opinion about a familiar topic. 	2: Early Intermediate Students at this level: <ul style="list-style-type: none"> When speaking, the student at Level 2 is working on: producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement.
Writing	1: Beginning Students at this level: <ul style="list-style-type: none"> When writing, the student at Level 1 is working on: communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context-specific messages; participating in short written exchanges on familiar topics and texts. 	2: Early Intermediate Students at this level: <ul style="list-style-type: none"> When writing, the student at Level 2 is working on: writing clear and coherent simple and compound sentences using common linking words; constructing written claims with some organization, supported by a reason or evidence and a concluding statement; recounting a short sequence of events in order; providing one or two facts about a topic; writing one relevant question about a prompt.

LEP Services

No LEP Services available

Goals

Academic Period	Domain	Goal	Progress
2022/2023 - Year	Speaking, Writing	ELPA21.3.3 - Student moving to Level 3 Speak and write about grade-appropriate complex literary and informational texts and topics, deliver short oral presentations, compose written narratives, compose informational texts about familiar texts, topics, experiences, or events.	Met

Modifications

No Modifications available

Notes

No Notes available

Teacher Signature: _____ Date: _____ Phone Number: _____

Progress Monitoring Tool (each grade band has one)

[Print](#) | [Download PDF](#) | [Close](#)

Former ELL Monitoring Form (K-5)

Exited Student Monitoring • 3/24/2023
Test ID #: _____
Student: , ;

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

This student is a former English Language Learner (ELLs) who has exited the ELL program. All former ELLs are required to be "monitored" for two years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

First Name		Last Name		Student #	
Grade Level		School		Exited Monitoring Status	

Monitoring Questions

1. Academic Performance					
	Never	Seldom	Sometimes	Often	Always
Completes Homework					
Participates in Class					
Self Advocates for Support					
Participates in Group Work					

2. English Language Development Skills					
	Never	Seldom	Sometimes	Often	Always
Struggles with Oral Expression					
Struggles with Written Expression					
Struggles with Listening Comprehension					
Struggles with Reading Comprehension					

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I believe that this student is (check option below):

Select one	
<input type="checkbox"/>	Progressing - student is progressing as expected
<input type="checkbox"/>	Not Progressing - student needs additional support

Signatures

Subject: _____ Date: _____

English Learner Annual Program Overview Due July 1, ____

Ohio Virtual Academy will calculate its performance in the following three areas:

- The number and percentage of students making progress in learning English;
- The number and percentage of students who become fluent (competent) in English; and
- The number and percentage of students passing state assessment in English/language arts, mathematics, and rates of test participation.

School

Benchmark Assessment

Used: Program(s)

Implemented:

	Number total English Learner students	Number of English Learner that met task	Percent Making Growth
Growth on Annual State Assessment			
Fluent in English			
Pass State Assessment			
Test Participation			

Program Area(s) of Strength:

Program Area(s) of Growth:

Goal(s) and implementation plan for Improvement for the _____ academic year (add additional pages as necessary):

Program Review Team

The EL Program Review Team will meet annually to review this document. The EL Coordinator will complete this document and notify team members of the meeting date and time. The EL Coordinator will review the information on the document with the team and will lead a discussion to determine the most effective manner for making prompt and appropriate changes.

Team Members

EL Coordinator

EL Teachers/Staff

Head of School (or Head of School Designee)

Family Services Coordinator

High School principal (1)

Elementary/Middle School (K-8) principal (1)

General Education teachers (2)

Appendix J – EL Program Exit Letter

This letter will be accompanied by an OELPA score report from the Ohio Department of Education.

Notification of English Language Program Exit

Student Information

Student	Alan Training	Grade Level	12	School	Training School
LEP Status:	LEP	Student ID#	training196		

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPA21 Annual, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

English Language Proficiency Tests

Test Name & Date	Results
ELPA21 Annual 5/24/2019	Overall
	1 2 3 1 (387)
	Listening
	1 2 3 4 5 1 (384)
	Speaking
1 2 3 4 5 1 (419)	
Reading	
1 2 3 4 5 1 (378)	
Writing	
1 2 3 4 5 1 (368)	
ELPA21 Annual 6/15/2018	Overall
	1 2 3 1 (485)
	Listening
	1 2 3 4 5 2 (470)
	Speaking
1 2 3 4 5 2 (525)	
Reading	
1 2 3 4 5 1 (475)	
Writing	
1 2 3 4 5 1 (471)	

Proficiency Level Descriptors

The ELPA21 Annual test results are ranked into the following categories

Listening, Speaking, Reading, Writing

1	2	3	4	5
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

Overall

1	2	3
Emerging	Progressing	Proficient

Additional factors used to determine your child's program exit

Students who exit the program are monitored for academic success for 4 years.

Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

Teacher Signature: _____ Date: _____ Phone Number: _____

Appendix K – EL Exited and Monitored Student Information

Teacher	Status	Class	OH/VAID	SSID	Last Name	First Name	Grade	Sex	IEP/504	ELP Done	NOS Done	PLAN?	OELPA/Screeners	Year	S	L	W	R	Native Language	Notes	Advisor? (Lesley)	EMIS? (Lesley)
	Monitored																					N/A
	Monitored																					N/A
	Monitored																					N/A
	Monitored																					N/A
	Monitored																					N/A
	Monitored																					N/A
	Monitored																					N/A
	Monitored																					N/A

Appendix L – Retention FAQ Sheet

Retention Guidelines for English Learner Students

The landmark court case *Lau v. Nichols* upheld Title VI policy stating: “There is not equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” School corporations are required to take affirmative steps to rectify the language deficiency in order to open up their programs to LEP students (*OCR, “Identification of Discrimination and Denial of Services on the Basis of National Origin”, July 1970*). Therefore, retention of an EL student should not be based solely upon their level of English language proficiency.

Prior to considering retention of an EL student, the following points should be addressed in an English Learning Plan (ELP) meeting comprised of the student’s teacher(s), EL staff member(s), administrator(s), and the student’s parents/guardians. Documentation and results of the ELP meeting must be kept in the student’s cumulative folder.

1. Has the student’s level of English language proficiency been assessed?

Newly-enrolled students must be assessed for identification as EL using a state approved placement assessment within thirty (30) days of enrollment at the

beginning of the school year or within two (2) weeks during the school year. All EL students must participate in the annual state English proficiency assessment.

2. How long has the student been enrolled in the school corporation?

The ELP committee should consider the length of time a student has been enrolled in the school corporation in order to determine whether retention is an appropriate choice.

3. Has the student's parent(s)/guardian(s) been contacted if the student is not performing at grade level?

The student's parent(s)/guardian(s) should be contacted when a student is not performing at grade level. All communication should be documented and in the parent(s)/guardian(s) native language. Documentation may include phone calls, progress reports, report cards, sample work, etc.

4. Has the English Learning Plan (ELP or another source to document classroom modifications and adaptations been implemented?

Every EL student is required to have an English Learning Plan (ELP) or localized form for documenting modifications and adaptations. Teachers are required to have copies of ILP's for any student that they have and all modifications and adaptations must be followed. It is important to ensure that the ELP has been fully implemented and documentation has been provided for any changes or updates made to the ILP. The ELP is a fluid document that should be re-visited and updated as new data becomes available but not less than once per school year.

5. How much individual English language development instruction is the student receiving throughout the school day?

An LEP student should be receiving English language development throughout the school day via a push-in, pull-out or an ESL course specifically designed to support language development.

6. Is there sufficient screening and progress monitoring data to show that the student is below grade level?

There must be a collection of multiple data points showing that an EL student is consistently failing to meet grade level expectations on screening and progress monitoring instruments. Retention decisions for EL students should not be based on one specific piece of data.

*If the above points have not occurred in a sufficient manner and have not been documented, retention is not appropriate. The decision to retain a student should be based on several pieces of criterion to determine if retention is appropriate.

need language assistance as well, and you can check by pulling the student up in TV and looking in the family tab.

Student First Name:

Student Last Name:

Student ID:

Legal Guardian First Name:

Legal Guardian Last Name:

Relationship to student:

Language:

The LG will need to have an oral interpreter (see above for language) when speaking with teachers/staff. Please use the interpreter service (directions on the next page) rather than asking the student or another adult to act as interpreter.

This family may need language assistance with educationally pertinent information including, but not limited to explaining/setting up technology, explaining OHVA processes and procedures (attendance, withdrawing, re-enrolling, etc.) and discussing student concerns/needs (grades, IEP/504, disciplinary actions, etc.).

You may use Google Translate for everyday email correspondence. If you include the Google Translate link in your email signature when you are sending the same message to everyone at once, that will be sufficient. However, when you are writing this Learning Coach in particular, please include English and the native language text in your email.

Important Note: When you send documents such as grade cards, progress reports, attendance warnings, etc., you need to include a written statement in English and in the native language explaining that the LC may request a meeting with the teacher and an interpreter to discuss the content and to ask questions.

Please do not rely on family members or friends to act as interpreters. In general, the use of family members and friends for the provision of language assistance is not acceptable. The use of such individuals may raise issues of confidentiality, privacy, or conflict of interest and that, in many circumstances, such persons are not competent to provide quality, accurate interpretations.

If you have any questions or concerns, please reach out to your student's EL Teacher listed in TotalView School.



How to Access a Telephonic Interpreter

ACCESSING TELEPHONIC INTERPRETERS

Complete the following steps to access a language interpreter through Access 2 Interpreters:

1. Use the conference hold feature if the patient is on the phone or proceed to step 2 if the patient is with you in person.
2. Dial: 1.888.869.7405
3. Please enter your Access Code: 80041796
4. Select desired language[☒] – At the prompt, press one of the following:
 - 1 – Spanish
 - 6 – All Other Languages or Customer Service Associate (CSA)
5. Provide the Language in which you are requesting.
6. Supply other information required for your reporting:
Teacher/Staff Member Student Name Student ID
Call Reason
7. Proceed with your call, or advise the Interpreter or CSA that you need to connect to a third party at another location.
 - a. If a third party is required, provide the name(s) and telephone number(s) of the person(s) you would like added to the call.
 - b. Once call-outs have been made, continue with your call.

[☒] If the LEP patient's language is unknown, show them the *Language Identification Card* and let them point to the language they speak. If the LEP patient's language is not listed on the *Language Identification Card*, or if they are on the phone with you, press 6 to request the assistance of our Customer Service Associates who are skilled in determining target languages.

Ohio Virtual Academy

New Access Code as of 8/29/2018

PH (614) 221-1414 EM info@access2interpreters.com WEB www.access2interpreters.com

Appendix P – Interpreter Request Form

Ohio Virtual Academy -Request for an Interpreter	
Session Details	
Date	
Time	
Location	
Duration:	
Client Description http://www.k12.com/ohva#.VT6p_8mrG20	Ohio Virtual Academy (OHVA) is an online public school for students living in Ohio in grades K-12. Students complete all of their schooling in a virtual environment with their parents or other adult as their “Learning Coaches.”
Language	
Contact:	Program Contact: Lesley Demagall -Ohio Virtual Academy, EL Teacher Setting up the details - Will not be at the meeting. Work: 877-648-2512 x2137
Participants:	Student(s): Parent(s): OHVA Staff: Other:
Overview of Session:	
Documents Used or Referred to during Session:	
Specialized Terms:	

Appendix Q - Annual Staff Notification of Interpreter/Translation Information – Email Template

TO: All OHVA Staff

SUBJECT: Annual Staff Notification of Interpreter/Translation Information

This Annual Staff Notification of Interpreter/Translation Information document provides guidance on:

1. Notice of Language Assistance Services for Parents
2. Accessing an interpreter
3. Requesting document translation
4. Utilizing free online translation
5. Tracking Language Assistance Services

6. Using family members/friends of LEP parents as interpreters/translators

Notice of Language Assistance Services for Parents

This statement is located on/in 1) the Academy's website; 2) the student and parent handbooks; 3) all Academy-wide or school-based newsletters or other general communications; 4) general contact information in advertisements or other contacts relating to enrollment/admissions.

"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."

Accessing an Interpreter

Phone - Instantaneous Interpretation

OHVA uses Access 2 Interpreters for Instantaneous Telephone Interpretation. OHVA staff may direct dial to access immediate over the phone interpretation service that is offered in more than 180 languages. OHVA staff has been provided with a personalized direct access code that will connect you with an interpreter within 30 seconds. (See – "Instantaneous Interpreter Telephone Instruction Sheet")

Phone – Scheduled Interpretation

Phone: (614) 899-6666 or Email: info@access2interpreters.com

Arranged Telephone Interpretation is an over the phone interpretation service that is requested at least 30 minutes before the time of the interpretation session. Staff should use this option if they know about a call ahead of time and know that the call will be longer than 15 minutes. Telephone Interpretation Services may be accessed through Access 2 Interpreters dispatch line 24 hours a day, 7 days a week, 365 days a year. Scheduled Telephone Interpretation Services may also be accessed via email from 7:00a.m. to 5:30p.m., Monday through Friday.

Onsite – Scheduled Interpretation

Scheduled Face-to-Face Sessions are defined as sessions that are requested 8 hours or more before the time of the appointment. OHVA uses interpreters for Onsite Interpreter requests based on the location of the onsite session. OHVA Staff can contact Lesley Demagall, EL Coordinator, at ldemagall@k12.com or ext. 2137.

Requesting Document Translation & Utilizing Free Online Translation Tools

OHVA staff can use free translation websites to translate short correspondences with parents; these are far from perfect and not available in all languages. If staff has a document that that needs to be translated, they can contact Lesley Demagall, EL Coordinator, at ldemagall@k12.com or x.2137.

Tracking Language Assistance Services

Ohio Virtual Academy maintains the **LEP Parent Caseload and Services Log** as the centralized and current list of LEP parents identified as needing language assistance services, as well as the type of language assistance services they need and a log of the language assistance services provided to them.

Every time OHVA staff provides or requests interpretation or translation services to communicate with parents, [they will input the information on the online Parent Language Assistance Services Tracking Survey](#).

Survey available here: **Parent Language Assistance Tracking Survey**

Online Survey Questions:

- Teacher/Staff Name
- Parent name
- Student name
- Student ID
- Date service provided
- Service provider – Company/Interpreter’s Name
- Service provider – Phone/Email
- Type of service provided

Using Family Members/Friends of LEP Parents as Interpreters/Translators

In general, the use of family members and friends for the provision of language assistance is not acceptable. The use of such individuals may raise issues of confidentiality, privacy, or conflict of interest and that, in many circumstances, such persons are not competent to provide quality, accurate interpretations.

In addition, staff are strongly cautioned not to rely on family members and friends to provide LEP parents meaningful access to important programs and activities and that, even when LEP parents have voluntarily chosen to provide their own interpreter or translator, OHVA may still need, depending upon the circumstances of the encounter, to provide its own interpreter or

translator to ensure accurate interpretation or translation of critical information. This is especially true for, but not limited to, situations where the competency of the LEP parents' chosen interpreter is not established and/or when identified LEP parents do not request translation but a translator is deemed necessary to convey information.

Additionally, the use of minor children raises particular concerns about competency, quality, and accuracy of interpretations and that it is never advisable to use such children to convey information about their own education and/or complex information.

Appendix R - Annual Evaluation – Language Assistance Plan

Ohio Virtual Academy

Language Assistance Plan Annual Program Overview

Due July 1, ____

SY 20__/- LEP parent groups encountered by Ohio Virtual Academy:

--

Frequency of encounters with LEP parents

--

Nature and importance of activities involving LEP parents

--

Availability of resources, including technological advances and other resources, and the costs imposed

Timeliness, Availability, and Viability of identified sources for language assistance

Staff understanding of the Language Assistance Plan and knowledge of how to implement it

Is the existing Language Assistance Plan meeting the needs of LEP parents?

What, if any, new documents, programs, services, and activities need to be made accessible for LEP parents?

Does the Academy need to provide notice of any changes in services to LEP Parents and to Academy Staff?

Language Assistance Program Review Team

The Language Assistance Plan Review Team will meet annually to review this document. The EL Lead Teacher will notify team members of the meeting date and time as well. In addition, the EL Lead Teacher will provide this evaluation form as well as data from the LEP Parent Caseload and Services Log prior to the meeting. The EL Lead Teacher will review the information on the document with the team and will lead a discussion to determine program effectiveness. The team will determine what, if any, modifications need to be made to the current program, how and when these changes will be implemented and communicated, and who is responsible for each change.

Team Members

EL Coordinator

EL Teachers/Staff

Head of School (or Head of School Designee)

Family Services Coordinator

High School principal (1)

Elementary/Middle School (K-8) principal (1)

General Education teachers (2)

Appendix S - Professional Development for All Staff Educating and Supporting EL Students

Ohio Virtual Academy will provide ongoing Professional Development opportunities to EL Program staff and non-EL program staff to ensure that general and special education teachers as well as other OHVA staff are sufficiently trained to provide EL students the EL services necessary to meet their needs.

Each year, the EL team will provide a training overview of the EL program and the needs of EL students and their families. This includes:

- Overview of requirements of and tools for compliance regarding EL students and/or LEP parents
- New Student EL Identification and Placement procedures and deadlines
- State Reporting and the Ohio English Language Proficiency Assessment (OELPA)
- Monitoring
- Transition Services
- Referral Process
- Differentiation
- Sociocultural and Linguistic considerations

Additionally, Ohio Virtual Academy is committed to training staff at minimum three times a year on diversity and inclusion. This training will include the impact of ethnic and cultural differences on effective communication and the importance of cultural sensitivity in communicating with LEP parents.

Appendix E – OHVA Statement of Belonging

OHVA Statement of Belonging

OHVA and its staff are committed to deepening their understanding of its families and cultivating communication with them, regardless of race, ethnicity, gender, etc. It is critical that our organization functions with understanding and inclusivity not only for students and business, but for our communities too. Our success stems from our culture of belonging, collaboration, and excellence. We appreciate your continued support on this journey of meaningful work. We believe that academic virtue and character development are a byproduct of a learning experience which deliberately engages the different backgrounds, perspectives, and ideas of our community and world. We aim to build and reinforce an inclusive and equitable environment that challenges us to see beyond our own experiences while honoring the unique contribution of each person within our community. We believe that purposeful engagement with diversity provides each of our students with the collaborative skills necessary for success in the modern world. Our school is committed to building and fostering a diverse, equitable, and inclusive community of students, faculty, and family. When we speak of diversity, we mean that our classrooms have a committed understanding and acceptance of each student having a different, distinctive, and individual perspective and experience. OHVA does not tolerate discrimination in any form, including but not limited to the basis of race, ethnicity, nationality, religion, sexual orientation, gender identity, ability, or family composition in the administration of our classrooms, publications, admissions, financial aid, hiring, or any other school administered programs.

The following person has been designated to handle inquiries and concerns,

Director of Special Programs: Johna McClure

Email: jmclure@k12.com

Appendix F – Academic Prevention and Intervention Policy

Ohio Virtual Academy Academic Prevention and Intervention Policy

A. Introduction and Purpose of Policy

This plan is a design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments that demonstrate the students might or might not be at risk for academic success. The interventions will be individualized accordingly.

- The plan is in compliance with requirements under [ORC 3313.6012](#).
- State mandated diagnostic tests as well as Aimsweb, NWEA and Progress Learning benchmarks, and school developed assessments, will be used to evaluate student progress toward the attainment of academic standards
- Teacher-Based-Teams will meet regularly and use state testing results and data gathered from Aimsweb, NWEA and Progress Learning benchmarks as well as school based assessments, to guide intervention- related decisions.
- This plan will outline methods of intervention (Response to Intervention) and expectations for how intervention will occur (section D).

Using Assessment Data to Inform and Guide Interventions to Students

- Teacher-Based-Teams will use data from state assessments (including, but not limited to EOY, AIR, KRA-R, diagnostic assessments) to inform intervention-related decisions for student progress. All assessments required under the Third Grade Reading Guarantee program ([ORC 3313.608](#)) will also be used to make academic decisions. The Third Grade Reading Guarantee is outlined in section D.
- Aimsweb, NWEA and Progress Learning benchmarks will also be used by TBTs to inform intervention- related decisions.
- Teacher-Based Teams will continue to use formative and summative classroom assessment data drawn from the curriculum as well as TBT developed to inform decisions and goals for student progress.
- Kindergarten will use KRA and AIMSweb+ to identify students who are at risk according to the Ohio Department of Education and Workforce’s definition of “off track”.
- KRA and Aimsweb+ will be given to students in the fall; 3rd grade OST Reading assessments will be completed by the last week of October and by the required State Testing Schedule; State tests will be given to all repeating sophomore, junior and senior students who have not successfully met the graduation requirements for state

testing during prior attempts. NWEA will be taken by all students in third through eleventh grades by the end of September and within 30 days of enrollment for all new enrollees thereafter. Benchmark testing for NWEA, Progress Learning and Aimsweb will also be conducted midyear. All K-2 students will be assessed using Aimsweb+ and all 3rd grade students will be assessed using MAP/NWEA in September. State assessments for third through high school will be conducted during state mandated testing periods in spring. NWEA performance assessments will be conducted with students third through eleventh grades in May.

B. Format and Context of Intervention at Ohio Virtual Academy

The practices established in Ohio Virtual Academy's Response to Intervention (RTI) model will be the method by which instructional interventions will be delivered at the school.

Core principles of the OHVA's RTI model include:

- An on-going collection of student performance and other data to guide instructional and intervention decisions.
- The practice of providing high quality instruction and intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions.
- School-wide procedures that support the belief that all students can effectively learn using research based, scientifically validated interventions/instruction.
- Early intervening services are key to ensuring student academic success.
- A multi-tiered model of service delivery based on student need.
- A problem-solving methodology and a team approach via the Ohio Improvement Process, Teacher Based Teams and, as appropriate the Community School Leadership Team.
- The monitoring of student progress on a scheduled, consistent basis the frequency of which increases upon student need.
- Student progress data is used to make informed educational decisions.

Interventions established in the school's intervention policy acknowledge that everyone who has an impact on a student's educational outcome is responsible for the implementation of the policy. This includes, but is not limited to school administrators, classroom and special education teachers, supplemental instructors and specialists, support staff, related service providers and targeted assistance team members.

Interventions will be monitored by use of the school's progress monitoring tools Aimsweb, NWEA and Progress Learning benchmarks. Each student's file will include comprehensive data, past and present, including those from state required, diagnostic and benchmark assessments when available and will outline the efforts to implement and respond to student-specific interventions.

The intervention model should be embedded in day-to-day school-wide best practices. This includes a school-wide belief system that all children can learn and that educators are

responsible for creating a supportive learning environment. This belief extends to the cycles of planning, implementing, assessing and re-assessing student progress.

The school's Teacher Based Teams (TBT) will facilitate implementation and monitoring of the intervention process at the school. The members of this team will review all intervention data, schedule and hold intervention meetings, and ensure compliancy for all state specific intervention requirements. As appropriate, the school's Community School Leadership Team (CSLT) will monitor and support the efforts of each TBT. Examples of data used to monitor and respond to student learning outcomes include but are not limited to:

For example...

- AIMSweb (grades K-2);
 - EOY/AIR test scores (grades 3-12);
 - NWEA test scores (grades 3-11);
 - EOY test scores (grades 9-12);
 - Working in curriculum off grade level (end of unit, midyear and end of year course assessments);
 - Progress Learning Benchmark testing and lesson assessments.
 - Progress monitoring data from Live Class sessions; (checkpoints and Progress Learning assessments)
- And;
- Other information as appropriate

C. Intervention Model

Tier I – Differentiated Core Instruction

All students require differentiated instruction to ensure concept mastery and application. It is important to note, some of these students may require intervention in specific subject areas to address specific challenges or obstacles that prevent the achievement of concept mastery. The primary vehicle for this Tier I intervention is the K12 curriculum and weekly Live Class sessions. The school will use interventions such as Progress Learning which include scientifically based strategies for all students which adapt to individual student learning needs.

The following elements are indicators of well-established Tier I interventions:

- scientifically based educational interventions;
- measurable interventions that are tracked through data collection tools (progress monitoring);
- able to be administered virtually; and
- administered for an amount of time the team determines will meet individual student needs.

While baseline data collected every 6 weeks will provide an overview of the attempted interventions, students receiving Tier I interventions will be monitored on a regular (at least weekly) basis as decided by the TBT. Such meetings and reviews supplement more frequent monitoring of student performance by classroom teachers.

Students who are not successful with the interventions given, applied, and measured (weekly progress monitoring) by the TBT may be referred to Tier II.

Six weeks following the commencement of Tier I interventions, the TBT will formally review student progress. Each formal Tier I TBT meeting will:

- evaluate the effectiveness of Tier I interventions;
- evaluate outcomes from the interventions;
- determine if additional time is appropriate at Tier I under the same or modified methods;
- record all progress monitoring from Tier I in the progress monitoring tool and review progress with TBT members; and
- consult with parents regarding collected data and intervention strategies.

Following this review the team will make one of the following decisions:

- student has made adequate progress and will continue receiving established interventions;
- student has made some progress but additional Tier I interventions are needed and will be modified and adjusted as appropriate; and
- student has made no progress and will be moved to Tier II for more intensive instruction.

Tier II – Supplemental Instruction

Students receiving Tier II interventions will receive supplemental instruction, beyond the core curriculum and the intervention efforts offered to all Tier I students. Tier II students are placed in small groups (based on skill set) and provide supplemental instruction through the use of scientifically research-based interventions. Interventions provided through Tier I efforts, require student attendance and are additional instructional time offered to all students. Tier II students may also receive additional supplemental services such as iSupport and Reading Eggs as well as other supplemental programs.

The following elements are indicators of well-established Tier II interventions:

- scientifically based educational interventions;
- measurable interventions that are tracked through data collection tools (progress monitoring);
- able to be administered virtually (through web based conferencing tools) and through small group instruction; and
- administered for an amount of time the team determines will meet individual student needs.

While baseline data collected every 6 weeks will provide an overview of the attempted interventions, students receiving Tier II interventions will be monitored on a regular (at least bi-weekly) basis as decided by the TBT. This formal monitoring will occur at TBT meetings. Such meetings and reviews supplement more frequent monitoring of student performance by classroom teachers.

Students who are not successful with the interventions given, applied, and measured (weekly progress monitoring) by the TBT may be referred to Tier III.

Six weeks following the commencement of Tier II interventions, the TBT will formally review student progress. Each formal Tier II TBT meeting will:

- evaluate the effectiveness of Tier II interventions;
- evaluate outcomes from the interventions;
- determine if additional time is appropriate at Tier II under the same or modified methods;
- record all progress monitoring from Tier II in the progress monitoring tool and review progress with TBT members; and
- consult with parents regarding collected data and intervention strategies.

Following this review the team will make one of the following decisions:

- student has made adequate progress and will continue receiving established Tier II interventions;
- student has made some progress but additional Tier II interventions are needed and will be modified and adjusted as appropriate; and
- student has made no progress and will be moved to Tier III for more intensive instruction. If the team decides to move the student to Tier III, a meeting will be called by the team to review this decision and related data with the parents.

Tier III – Intensive Instruction

Tier III students require intensive intervention. These interventions must be provided one on one and at a minimum of 3 times per week, for no less than 30 minutes per session. As with interventions noted in Tiers I and II, data will be collected during each scheduled session (progress monitoring) with students in Tier III. Data collection must be combined from all stake holders working with the student (Learning Coach, general education teacher, intervention specialist (when appropriate), administrator, other staff as needed) to ensure consistency.

The following elements are indicators of well-established Tier III interventions:

- scientifically based educational interventions;
- measurable interventions that are tracked through data collection tools (progress monitoring);

- able to be administered virtually (through web based conferencing tools) and through individual instruction;
- additional, focused and supplemental instructional opportunities as appropriate; and
- administered for an amount of time the team determines will meet individual student needs.

While baseline data collected every 6 weeks will provide an overview of the attempted interventions, students receiving Tier III interventions will be monitored on a regular (at least bi-weekly) basis as decided by the TBT. This formal monitoring will be reviewed at TBT meetings. Such meetings and reviews supplement more frequent monitoring of student performance by classroom teachers.

Students who are not successful with the interventions given, applied, and measured (weekly progress monitoring) by the TBT may be referred to the evaluative process to determine a potential disability.

Six weeks following the commencement of Tier III interventions, the TBT will formally review student progress. Each formal Tier III TBT meeting will:

- evaluate the effectiveness of Tier III interventions;
- evaluate outcomes from the interventions;
- determine if additional time is appropriate at Tier III under the same or modified methods; and
- record all progress monitoring from Tier III in the progress monitoring tool and review progress with TBT members.

Following this review the team will make one of the following decisions:

- student has made adequate progress and Tier III interventions will remain in place;
- student has made some progress but additional Tier III interventions are needed and interventions will be modified and implemented as appropriate;
- a meeting is scheduled with the Special Education team for additional review of data and feedback (this may occur if some progress is observed);
- referral for a special education evaluation may be made at this time; and
- consult with parents regarding collected data and intervention strategies.

D. Third Grade Reading Guarantee Policy

OHVA 3rd Grade Guarantee – K-2 Planning and Interventions

All K-1st grade students are given the K12 Phonics and LA curriculum and Reading Eggs.

All 2nd grade students are given the K12 ELA curriculum and RAZ Kids. All K-2 students are assessed using the AIMSweb+ Benchmark Assessment three times per year: fall, winter and spring. If a student scores below target they are:

- Placed within the K12 phonics curriculum according to their ability level
- Placed within a small group live class session according to their ability
- Given school psychologist approved interventions
- AIMSweb progress monitored regularly (ideally weekly) to see if academic growth is taking place.
- Reading Improvement and Monitoring Plan (RIMP) is put in place to create a plan for interventions and skills mastery. Reading Eggs for K-2. Reports will be pulled and analyzed on a weekly basis and will help direct the small group and 1:1 instruction.
- Reading Eggs for K-2. Reports will be pulled and analyzed on a weekly basis and will help direct the small group and 1:1 instruction.

OHVA 3rd Grade Guarantee Plan

- OHVA will assess the reading skills of each student in 3rd grade by administering NWEA/MAP Reading Assessment by September 30 of each school year and identify students reading below the state determined target level.
-
- OHVA will inform parents immediately (via email) if the student is performing below grade-level and has been identified as 'not on track' based on initial diagnostic testing and 3rd grade fall reading OAA
 - o OHVA will inform parent of the student's reading deficiency
 - o Describe the current services provided to the student
 - o Describe the proposed supplemental services and supports to be provided and expectations of interventions provided by ELA teacher
 - o Send Putting Reading First to Parents of 3rd grade students
 - o Explain that the student may be retained in third grade if the student scores below the State Board's specified cut score on the third grade reading achievement assessment.
- OHVA will provide intensive, explicit, and systematic reading instruction that is research-based. The Reading Improvement and Monitoring Plan for each student identified as reading below grade level will be approved by the principal and placed in the student file and provided to the parent. The Reading Improvement and Monitoring Plan

will be completed within 60 days of identifying student as “not on track”. The RIMP will include the following:

- o Identify the student’s specific reading deficiencies
- o Describe the additional instructional support that will be provided to remediate the student’s deficiencies
 - Continued Progress Monitoring using NWEA/MAP for 3rd grade students that are at risk or have been retained in Grade 3. NWEA/MAP is an adaptive web- based assessment that provides the framework for Response to Intervention and multi-tiered instruction.
 - Scheduled interventions with teacher driven by research-based progress monitoring data.
 - Mindplay and RAZ Kids will be offered as a supplemental program for students reading below grade level in grade 3.
 - Instruction based in the three-cueing system.
 - Placement with a highly qualified reading teacher.
- o OHVA will provide a reading curriculum during regular school hours that provides scientifically based and reliable assessments and provides initial and ongoing analysis of each student’s reading progress – Embark, LA/Phonics K, LA/Phonics 1, LA/Phonics 2, ELA 2, or ELA 3.
- o Each student will be placed with a reading Teacher who either has received a passing score on a rigorous test of principles of scientifically based reading instruction or has a reading endorsement on the teacher’s license.

Reading Improvement and Monitoring Plan (EOY Requirements) – 3rd grade student placed in Grade 4

- For each student that did not meet the expected score on the 3rd grade Spring Reading OST, but placed in grade 4, the RIMP will be revised to include:
 - o Provide intense remediation services until the student can demonstrate an on-track diagnosis score at grade level.

- o Reading Improvement and Monitoring Plan will include, but is not limited to:
Weekly small group targeted reading instruction, increased progress monitoring, placed on a class list with fewer students.

Approved outside service providers (also included on the RIMP):

- Reading Eggs
- AIMS Web
- RAZ Kids
- Mindplay
- iSupport which is an in-house remediation program

Tracking and reporting the data to ODEW:

Teachers in grades K-3 will collect and store data for –

- K – Reading AIMSweb (completed by September 30 or by 30 days after enrollment)
- 1 – Reading AIMSweb (completed by September 30 or by 30 days after enrollment)
- 2 – Reading AIMSweb (completed by September 30 or by 30 days after enrollment)
- 3 – NWEA/MAP Diagnostic (completed by September 30 or by 30 days after enrollment)

Results will be reported to ODEW by OHVA's EMIS coordinator. Results will include score and the rating of 'on track' and 'not on track'.

For each student not on track, interventions will be reported by the EMIS coordinator at the end of the year. Interventions are also included on the RIMP and may include, but not limited to:

- Supplemental Program: Reading Eggs, AIMSweb, Mindplay, RAZ Kids
- Small group instruction
- Reduced teacher-student ratios
- Frequent Progress Monitoring
- 1:1support from an in-house source iSupport
- 1:1 intervention with teacher
- Interventions designed around the three-cueing system
- Fluency Practice
- 90 minute reading block

Fundraising Policy

Any fundraising activity deemed sponsored by OHVA must be properly approved and conducted in accordance with this policy and applicable laws.

General Policy

Any donation requested in a fundraising activity must align with the School's educational plan, educational philosophy, IT systems, and Board policies. Donations shall be solicited in a respectful manner and without pressure. Prior to utilizing a company's services, organizers of any fundraising activity will thoroughly research any company participating in the fundraising activity and provide that research as part of the approval process. All donations (in the form of money, goods, or otherwise) become School property immediately upon acquisition. Anything purchased with donated funds is deemed School property and not the property of any staff member, teacher, student or group.

Approval of Activities

All fundraising activities must be approved by the School. Approval must be obtained from the Head of School or administrative designee prior to the start of the fundraising activity. Any approved fundraising activity that fails to comply with this policy after approval shall be immediately discontinued and an accounting immediately performed. Any employee of OHVA who engages in improper conduct while engaged in fundraising activities will be subject to disciplinary action up to and including termination. Similarly, any OHVA student who engages in improper conduct while engaged in fundraising activities will be subject to disciplinary action.

Communication of Fundraising Activities

Fundraising organizers utilizing school name, logo, or other insignia as part of the fundraising campaign, should be mindful of maintaining the School's positive image and reputation. The School shall have the final decision-making authority with respect to its name, logo or other insignia.

Recording and Deposit of Donations

The School is responsible for ensuring that all donations received by the School are properly recorded and deposited in a timely manner. All donations will be inventoried or deposited immediately by school administration. Deposits will be made through the School's Designated Fiscal Officer/School Treasurer.

Reporting Requirements

The School will comply with any required reporting associated with fundraising activities including the maintaining of records for a minimum of three (3) years. Accurate, timely and complete documentation of income and expenses, including cash, must be maintained.

Restricted Actions

No individual will be reimbursed directly from the proceeds of any fundraising activity. Any individual requesting reimbursement of expenses related to fundraising will use the School's regular request for reimbursement process. No services that send donations to an individual teacher or staff member will be used. All donations must be made directly to the School. Any activity that violates FERPA or IDEA, or any other applicable law is strictly prohibited.

Compliance with Laws

The School will comply with all applicable laws governing any fundraising activity. School administration will ensure that fundraising activities do not violate FERPA or any other student confidentiality law, regulation, or policy. The Head of School may approve a fundraising activity including a raffle but only if such is in compliance with ORC 2915.092 and other applicable rules and regulations regarding raffles. The Head of School shall not approve any illegal raffles.

Appendix H

Prohibition against Harassment, Intimidation, Bullying, and Hazing

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, bullying, or hazing will not be tolerated by students, faculty or school personnel.

Harassment, intimidation, bullying, or hazing 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.

"Hazing" means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code. In evaluating whether conduct constitutes harassment, intimidation, bullying, or hazing, 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), or hazing 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, bullying (including cyberbullying), and/or hazing

Grade principals, assistant principals, and the Head of School have the responsibility for conducting investigations concerning claims of harassment, intimidation, bullying, and/or hazing. 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 their concerns.

Teachers and other school staff, who witness acts of harassment, intimidation, bullying, or hazing, as defined above, shall promptly notify the appropriate principal and/or 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, bullying, or hazing shall promptly notify the appropriate principal and/or 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 designee. If the report is an informal complaint by a student that is received by a teacher or other professional employee, they 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 designee.

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, bullying, and hazing in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation, bullying, and hazing and help eliminate such prohibited behaviors through live class 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, bullying, or hazing."

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

Step One: Any complaints, allegations, or rumors of harassment, intimidation, bullying, and/or hazing 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 bullying, and/or hazing and the names of any potential witnesses). If the person filing the formal complaint is an adult, they must sign the charge affirming its veracity. If the person filing the formal complaint is a minor, they 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, they 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 bullying, and/or hazing.

Hazing Complaints: In accordance with Collin's Law: The Ohio Anti-Hazing Act, complaints of hazing will be immediately reported to law enforcement in the county in which the victim of hazing resides, or in which the hazing is occurring or has occurred.

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, bullying, or hazing 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 an 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, bullying and/or hazing.

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

Harassment, intimidation, bullying, and hazing 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, bullying, and hazing. While conduct that rises to the level of "harassment, intimidation, bullying, or hazing," 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, bullying, or hazing and/or when past interventions have not been successful in eliminating prohibited behaviors.

In addition to the prompt investigation of complaints of harassment, intimidation, bullying, or hazing 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 bullying, or hazing in school or at school-sponsored activities. Strategies should also be implemented to protect the victim of alleged harassment, intimidation, bullying, and/or hazing from additional harassment, intimidation bullying, and/or hazing 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, bullying, or hazing 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, bullying, and hazing 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, bullying, or hazing 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, bullying, or hazing 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.

Appendix I

OHVA Travel and Trips Policy

PURPOSE

The objectives of this policy are to: (1) establish requirements for student travel and trips to ensure the safety and well-being of students and chaperones; and (2) establish a uniform set of procedures that govern the travel approval process.

POLICY

I. Definitions

Chaperone: Chaperones are assigned to a trip by OHVA to assist with the supervision of student behavior and group activities. Chaperones may include certified teachers, educational support personnel, or parents or other volunteers. Chaperones must be at least 21 years old and clear the state required background check.

Educational trips: Educational trips are designed (1) to provide students with knowledge and experiences to supplement their curriculum or (2) to provide enrichment experiences. Educational trips that supplement the curriculum include, but are not limited to, visiting museums and zoos and going to theater productions, business/industry tours, cultural exhibits, and nature centers. Educational trips that provide enrichment experiences include, but are not limited to, trips outside the borders of the U.S. or trips that are part of an extracurricular activity. Educational trips fall into one of the following four categories which determine the applicable trip requirements:

Category 1 Trip Trips outside the borders of the U.S or its territories

Category 2 Trip Trips within the U.S. that may include an overnight stay

Category 3 Trip One-day field trips

Category 4 Trip Interscholastic competitions

Non-educational trips: Non-educational trips are trips that have little or no educational value. They include, but are not limited to, trips to amusement parks and/or recreational facilities.

School Trip Supervisor: A School Trip Supervisor is a certified teacher/staff designated by the Head of School to be the lead chaperone on a Category 1 or 2 trip and the point of contact for OHVA while on the trip.

II. General Requirements

- A. Educational Travel – All travel and trips must be approved by the OHVA Head of School or Designee.

- B. Permission Slips and Release Forms – OHVA shall verify that there is a signed parent or guardian permission slip for each participating student and, when applicable, a signed release form for each participating student and for each participating adult chaperone. The school shall retain originals of each of the permission slips and release forms.
- C. Funds Disbursement –Funds, including deposits, shall not be collected from students or disbursed by OHVA prior to receiving approval from the Head of School.
- D. Contract Review - OHVA must follow the applicable Board Rules when entering into contracts.
- E. Scheduling -
 - 1. Scheduling Restrictions.
 - a. OHVA reserves the right to restrict certain dates for travel within the calendar.
 - 2. Scheduling Summer Trips - Trips may be scheduled during the summer.
- F. Supervision – All trips must have OHVA staff as chaperones.
- G. Right to Rescind – OHVA retains the right to rescind approval of trips when, in their judgment, circumstances may jeopardize the safety of students and chaperones.
- H. Student participants – Only enrolled students are eligible to participate in a student trip. Students are subject to the Student Code of Conduct while participating in a student trip. OHVA may refuse to allow a student to participate in any trip, consistent with the travel guidelines, so long as the student is not denied participation solely due to a disability. A student/parent may appeal the decision to deny a student’s participation to the Head of School, who shall make the final determination.

Accommodations shall also be provided to transgender and gender non-binary students, as well as students questioning their gender identity, regardless of whether the student is consistently asserting a particular gender identity at school. These accommodations shall be assessed on a case-by-case basis and in a manner consistent with OHVA’s Diversity and Inclusion policy.
- I. Approval – Approval requirements and timelines are determined by the trip category. All trips must be approved before the date of travel and the disbursement of funds.
- J. Student rooming arrangements for OHVA travel will be set by OHVA staff prior to travel. Room accommodations may vary depending on the specific trip and the room capacity

set by the lodging location. All students/families will be provided details on rooming and accommodation options prior to the trip.

III. Supervision

- A. The principal must identify trip chaperones to accompany students in a ratio of at least one (1) adult to every ten (10) students. At least one chaperone must be a certified teacher/staff employee.
- B. Trip supervision must require all participants to uphold the policies within the OHVA Handbook and code of conduct.
- C. OHVA is responsible for verifying and complying with the chaperone requirements of the facility or event being visited. If the facility or event requires a smaller chaperone ratio than this policy requires, the principal must appoint additional chaperones.

IV. Costs and Fees

Parental Notice - OHVA is responsible for providing a written description of all costs of the trip to students and parents before accepting students for the trip.

V. Students with Disabilities

Students with disabilities shall not be denied participation in a student trip solely based on their disability. These students may require additional staff and accommodations, which must be provided in accordance with the student's Individualized Education Program or Section 504 Plan at no additional cost to the student or parent/guardian.

Appendix J



PROOF OF RESIDENCY GUIDELINES

FAMILIES MUST SUBMIT ATLEAST ONE (1) PROOF OF RESIDENCY

Criteria:

- *The legal guardian(s) must be listed on all documents as well as the service or physical address.*
- *All documents, with the exception of a lease or deed, must be dated within the last 60 days of the submission.*

Acceptable Documents

- Land contract with signature page
- Deed
- Mortgage Statement
- Closing papers with signature page (if a new home was recently purchased)
- Lease agreement
 - The lease agreement must be valid for at least one year with a start and end date shown. **NO** month-to-month agreements.
 - Make sure to include the front page listing the tenant's name, term dates of the lease, address and signature page
 - The legal guardian must be listed on the lease
- Utility bill (water, electric, gas, propane)
- Current letter from the utility company which must be on company letterhead and state that you are receiving services to your residence
- Trash bill
- Renter's or home insurance statement/bill
- Internet bill
- Correspondence from Job and Family Services or Social Security for those receiving benefits (Other than initial applications)
- Real estate tax bill
- Current year W2
- Recent pay statement
- PNC/Pinnacle Address Verification Services
 - This option is available at the discretion of OHVA. If at any point the school has reason to believe that the reported address is no longer valid, a legal guardian will be required to provide another valid document from the approved list for verification.

***If you are sending a bill, OHVA will need to see the whole statement. NO payment stubs will be accepted. Please feel free to black out your account number and any private information.

If you are unable to supply any of the items listed, please contact addresschange@ohva.org

Documents can be submitted to:

Fax: (440) 209-7795

addresschange@ohva.org

Mail: CO Address Changes 1690 Woodlands Drive Suite 100, Maumee, OH 43537



1690 Woodlands Dr. Suite 100
Maumee, OH 43537
ohva.k12.com

***STUDENT PRIVACY (PROTECTION OF PUPIL RIGHTS AMENDMENT)**

PPRA Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h, requires Ohio Virtual Academy to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

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

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings. If any surveys or activities are scheduled after the school year starts, Ohio Virtual Academy will provide parents, within a reasonable period of time prior to the administration of the surveys/activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys.

(Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

***To translate**, visit: <https://translate.google.com/> **Need an Interpreter?** All parents and guardians of OHVA students may request free language translation services at any time. Contact the school directly at 877-648-2512 to request language assistance.

Appendix L

Ohio Virtual Academy-Title IX Policy and Grievance Procedure

Title IX Statement

Title IX of the Education Amendments of 1972, 20 U.S.C. Section 1681 et seq. prohibits discrimination on the basis of sex, including sexual harassment as defined herein, in any program, service or activity, including but not limited to, educational programs, extracurricular activities, student services, academic counseling, discipline, classroom assignment, including admission to these programs and activities. Title IX also prohibits sex discrimination in employment, including by any third-party employer engaged by Ohio Virtual Academy to employ its workforce as well as any third-party employing individuals providing management services related to OHVA employees. Retaliation against any person who reports or opposes improper discrimination or retaliation is likewise prohibited under Title IX. Ohio Virtual Academy (OHVA) shall fully comply with Title IX and its accompanying regulations. Further, K12 Virtual Schools LLC is expected to fully comply with Title IX and its accompanying regulations.

This policy applies to prohibited conduct in any academic, educational, extra-curricular, or other OHVA programs, activities, and events whether occurring at school, during the OHVA's Educational Program and process including, but not limited to the Learning Management System (LMS) Live Class, email, telephone, in-person or virtual conferences with students, employees and staff and third-party contractors/vendors who provide services to OHVA, on any premises or equipment owned, leased or used by OHVA, in a motor vehicle owned or leased by the OHVA or being used for a school-related purpose or at any OHVA-related event, activity or function; traveling by any means to or from school or an OHVA-related event, activity, or function; and in any location where the conduct has a sufficient connection to or with OHVA, OHVA employees, , third-party contractors/vendors, OHVA students or OHVA property that adversely and significantly interferes with or endangers the good order of OHVA's educational program or environment, the proper functioning of the educational program, OHVA-related event, activity or function.

The Board prohibits Sexual Harassment that occurs within its education programs and activities. When OHVA has actual knowledge of Sexual Harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent. Pursuant to its Title IX obligations, the Board is committed to eliminating Sexual Harassment and will take appropriate action when an individual is determined responsible for violating this policy. Board employees, students, third-party vendors and contractors, guests, and other members of the OHVA community who commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. Persons who have experienced Sexual Harassment will be provided ongoing remedies as reasonably necessary to restore or preserve access to OHVA's education programs and activities.

Ohio Virtual Academy expects anyone who believes a Title IX violation may have occurred to report their concerns to the Title IX Coordinator or as otherwise provided in this policy.

Ohio Virtual Academy's Title IX Coordinator also holds the position of Grants and Federal Programs Coordinator and is employed by K12 Virtual Schools LLC or an affiliated entity. The current individual holding this position is:

Shana Van Grimbergen

Grants and Federal Programs Coordinator

1690 Woodlands Drive #200

Maumee, OH 43537

svangrimbergen@k12.com

419-482-0948 ext. 7293

Any student or employee who is assigned to work at or on behalf of OHVA and who believes he or she has been or is the victim of sexual harassment should immediately report the situation to a teacher, counselor, social worker, principal, the Head of School or the Title IX Coordinator. Any OHVA employee or administrator who observes, has knowledge of, or learns that a student has been or is the victim of sexual harassment shall immediately report the situation to a principal, the Head of School or a Title IX Coordinator. Complaints against a principal should be reported to or filed with the Head of School or a Title IX Coordinator. Complaints against the Head of School should be reported to or filed with the Title IX Coordinator.

Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment) in person, by mail, telephone or electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Definitions

"Complainant" means the person who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent" means the person who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

"Third parties" include, but are not limited to, parents or guardians, third-party contracted employees and staff members assigned to work at or on behalf of OHVA, guests and/or visitors, visiting speakers, learning coaches, volunteers, third-party contractors or vendors doing business with or seeking to do business with OHVA and other individuals who come into contact with students at school-related events, activities, or functions (whether on or off school property) or during OHVA's educational program as described in the school's Title IX policy.

"Sexual Harassment" is defined as conduct on the basis of sex that satisfies one or more of the following:

1. An OHVA employee who conditions the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct (i.e., *quid pro quo* sexual harassment);

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the school's education programs or activities; or
3. Sexual assault (as defined in the Cleary Act, 20 U.S.C. 1092(f)(6)(a)(v)), dating violence, domestic violence or stalking (as defined in the Violence Against Women Act, 34 U.S.C.12291).

"Formal Complaint" is defined as a document filed by the Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that OHVA investigate the allegation(s) of sexual harassment.

Grievance Procedure

This Grievance Procedure is intended to treat Complainants and Respondents equitably including providing supportive measures to the Complainant and Respondent, as appropriate, and following this Grievance Process before imposition of any disciplinary sanctions or other actions, other than supportive measures, against the Respondent. The Grievance Procedure seek to ensure objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. Individuals involved in the Grievance Procedure – including the Title IX Coordinators, investigators, decision-makers, facilitators of informal resolution efforts and those involved in the appeal process – must be properly trained and not have any bias or conflict of interest for or against complainants or respondents generally or an individual complainant or Respondent. If a determination of responsibility for Sexual Harassment is made against the Respondent, OHVA will provide remedies to the Complainant. The remedies will be designed to restore or preserve equal access to OHVA's education program or activity. Potential remedies include, but are not limited to, individualized services that constitute supportive measures. Remedies may also be disciplinary or punitive in nature and may burden the Respondent.

Reporting and Filing a Formal Complaint

All OHVA employees, OHVA Board members and K12 employees performing contracted services to OHVA are required to promptly report allegations of sex discrimination or Sexual Harassment to a Title IX Coordinator. Because the Board is considered to have actual knowledge of Sexual Harassment or allegations of Sexual Harassment if any OHVA employee has such knowledge, and because the Board must take specific actions when it has notice of Sexual Harassment or allegations of Sexual Harassment, an OHVA employee who has independent knowledge of or receives a report involving allegations of sex discrimination and/or Sexual Harassment must notify the/a Title IX Coordinator within two (2) days of learning the information or receiving the report. The OHVA employee must also comply with mandatory reporting responsibilities pursuant to R.C. 2151.412 and other applicable laws. If an OHVA employee fails to report an incident of Sexual Harassment of which the employee is aware, the employee may be subject to disciplinary action, up to and including termination.

Students, other members of the OHVA community and Third Parties are encouraged, to report allegations of sex discrimination or Sexual Harassment promptly to a Title IX Coordinator or to any OHVA employee or administrator, who in turn will notify a Title IX Coordinator. If a report involves allegations of sex discrimination or Sexual Harassment by or involving the Title IX Coordinator, the person making the report should submit it to the Head of School, or another Board employee who, in turn, will notify the Head of School of the report. The Head of School will then serve in place of the Title IX Coordinator for purposes of addressing that report of sex discrimination or Sexual Harassment.

Reports can be made orally or in writing and should be as specific as possible. The person making the report should identify the alleged victim/Complainant, perpetrator(s)/Respondent(s) and witness(es), and describe in detail what occurred, including date(s), time(s) and location(s). Upon receipt of a report, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint.

A Formal Complaint must be filed by a Complainant prior to OHVA proceeding with an investigation under its Title IX Grievance Procedure. A Title IX Coordinator may sign a Formal Complaint, with or without the Complainant's consent. A Formal Complaint may be filed by a Complainant in person, by mail or electronic mail.

Any incidents of sex discrimination or Sexual Harassment that comes to the school's attention through means other than a Formal Complaint will be promptly addressed by the Title IX Coordinator. Supportive measures will be considered and offered to both parties and the Title IX Coordinator shall provide information to the Complainant about how to file a Formal Complaint, or if the Title IX Coordinator chooses, he or she can file a Formal Complaint to begin the Grievance Procedure.

Mandatory and Discretionary Dismissals

Ohio Virtual Academy shall investigate the allegations in a Formal Complaint, unless the conduct alleged in the Formal Complaint:

- Would not constitute Sexual Harassment (as defined by this policy) even if proved;
- Did not occur in OHVA's educational program or activity; or
- Did not occur against a person in the United States.

If one of the preceding circumstances exist, the Title IX Coordinator shall dismiss the Formal Complaint. If the Title IX Coordinator dismisses the Formal Complaint due to one of the preceding reasons, OHVA administration may still investigate and take action with respect to such alleged misconduct pursuant to other Board policies.

The Title IX Coordinator may dismiss a Formal Complaint, or the allegations contained therein, if at any point during the investigation:

- Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the Formal Complaint or some of its allegations;
- Respondent is no longer enrolled as a student in OHVA or is no longer employed by OHVA; or
- Specific circumstances prevent OHVA from gathering evidence sufficient to reach a determination about the allegations.

If the Title IX Coordinator dismisses a Formal Complaint, or any allegations therein, pursuant to the above, the Title IX Coordinator will promptly send a written notice of dismissal and a description of the reason(s) to the parties. Both parties have the right to appeal the dismissal as described in more detail below under "Right to Appeal."

Informal Resolution Process

If appropriate, as determined by the Title IX Coordinator, the Title IX Coordinator may offer to the parties an informal resolution process. If the parties mutually and voluntarily agree to participate in an informal resolution process, the Title IX Coordinator shall designate a trained individual to facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. The informal resolution process may be used at any time prior to the decision-maker(s) reaching a determination regarding responsibility. Prior to the informal resolution process commencing, both parties will receive written notice of the charges and allegations and will be advised of the requirements and circumstances related to the informal resolution process. The Complainant will not be required to resolve the problem directly with the Respondent, and either party has the right to end the informal process at any time thereby reinstating the formal process for investigating the complaint. Ohio Virtual Academy prohibits the informal resolution process for complaints involving a student and any OHVA employee or OHVA administrator. The formal resolution process should be used for these complaints. The informal process is expected to be completed within thirty (30) days after the Formal Complaint is filed. During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur will be stayed and all related deadlines will be suspended.

Investigation of Formal Complaint

The Title IX Coordinator or investigator selected by the Title IX Coordinator will conduct a prompt and full investigation of the allegations contained in a Formal Complaint. An investigation will afford both the Complainant and the Respondent a full and fair opportunity to be heard, submit documentation and evidence supporting or rebutting the allegation(s), and identify witnesses. All parties involved in the investigation will be provided with a copy of the Title IX Grievance Procedure. At the beginning of the investigation, the Title IX Coordinator shall provide written notice to the parties containing:

- A copy of OHVA's Policy and Grievance Procedure under Title IX;
- Whether there is an opportunity to engage in informal resolution;
- The actual allegations and facts that would constitute sexual harassment under Title IX, if proven;
- A statement that the Respondent is presumed innocent until a determination is made;
- A statement that the parties are entitled to an advisor of their choice;
- A statement that the parties can request to inspect and review certain evidence; and
- Information regarding the Student Code of Conduct and any policy concerning making false statements.

Investigations will be conducted by the Title IX Coordinator or an investigator, such as a principal or other administrator who has been properly trained in Title IX procedures and does not have a conflict of interest or bias towards or against either party, generally or specifically.

Prior to and during the investigation process, the Title IX Coordinator or other properly trained individual will meet independently with the Complainant and the Respondent and discuss any supportive measures to be implemented before or during the investigation.

Retaliation Prohibited

At the beginning of the investigation, the Title IX Coordinator or investigator will explain that Title IX includes protections against retaliation. Ohio Virtual Academy will take steps to prevent retaliation and Ohio Virtual Academy will strongly react to any retaliatory actions, including any acts of retaliatory harassment, should they occur. No student, parent/guardian, OHVA employee or OHVA administrator, or member of the public shall be retaliated against for filing a complaint or participating in the investigation of a complaint.

Respondent Presumed Innocent

The Respondent is presumed not be responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Investigation Procedure and Timeline

Investigations must begin promptly, proceed impartially, and treat all parties equitably. This includes providing both parties an opportunity to present witnesses and other evidence. The investigation should be concluded within thirty (30) calendar days but no more than sixty (60) days after a Formal Complaint is filed, unless there is good cause to continue the investigation beyond sixty (60) days (e.g. law enforcement activities, absence of a party or witness, absence of a party's advisor of choice or the need to provide language assistance or accommodations of disabilities).

Supportive Measures

Upon request of a party, or on its own initiative, Ohio Virtual Academy may implement supportive measures prior to or during the investigation of a formal complaint. Supportive measures are free, individualized services designed to restore or preserve equal access to education, protect safety, or deter the sexual harassment. Supportive measures support a student and are not punitive or disciplinary with respect to another student. They do not unreasonably burden any other person.

A party can submit requests for supportive measures, either verbally or in writing, to the investigator and/or to the Title IX Coordinator. (The investigator will notify the Title IX Coordinator of any request for supportive measures and the Title IX Coordinator will be responsible to implement supportive measures). Supportive measures include, but are not limited to, counseling, extensions of time, modifications of work or class schedules, appropriate emotional and/or academic support, restrictions on contact between the parties, leaves of absences, and increased monitoring and support. In fairly assessing the need for either party to receive interim measures, Ohio Virtual Academy will not rely on fixed rules or any assumptions that favor one party over another. Supportive measures will be made available to both parties, as appropriate. In imposing supportive measures, the Title IX Coordinator will make every effort to avoid depriving any student of his/her education. OHVA will take steps to ensure that any supportive measure minimizes the burden on the parties, and that the Title IX Coordinator will communicate with the parties to ensure any supportive measures are necessary and effective based on the parties' needs.

Determination of Responsibility

The investigator's findings will be documented in a preliminary report and shared with the Complainant, Respondent and their advisors, if any. The parties will have at least ten (10) calendar days to review the preliminary report and submit a response in writing. Prior to finalizing the investigation report, the investigator shall consider the parties' written responses to the preliminary report, if any. The investigation report will then be finalized and forwarded to the decision-maker, the parties and their advisors, if any. The decision-maker cannot be the investigator, Title IX Coordinator or have any conflict of interest or bias in favor of or against either party.

The decision-maker, prior to any final decision, shall afford the parties an additional (10) calendar days to submit relevant, written questions to the opposing party or any witnesses. The decision-maker shall ask any relevant questions, record the response(s) and provide the responses to the parties (and their advisors, if any) prior to making a final determination. If the decision-maker deems a question irrelevant, he/she shall state in writing why the question is not relevant and provide the reason(s) to the parties (and advisors, if any) before the final decision is made.

The decision-maker shall issue a written determination regarding responsibility and deliver it to the Title IX Coordinator who shall simultaneously submit it to both parties and advisors, if any. To reach this determination, the decision-maker must apply the preponderance of the evidence standard. Further, the written determination must include:

- o The portion of Ohio Virtual Academy's policy(ies) that was violated;
- o A description of the procedural steps that were taken by OHVA to arrive at the decision;
- o A findings of fact section;
- o A section that draws conclusions after applying the facts to the portion of OHVA's policy that applies;
- o A statement and rationale for the ultimate determination of responsibility;
- o Any disciplinary sanctions that the decision-maker is recommending that OHVA impose on the Respondent;
- o A statement and rationale for any recommended remedies for the Complainant, addressing how those remedies will restore or preserve equal access; and
- o A statement of OHVA's procedures, a statement that the parties have a right to appeal the initial determination regarding responsibility and the permissible basis for the appeal.

Right to Appeal

Both parties shall be provided notice of right to appeal the final determination based on: (1) a procedural irregularity affected the outcome of the matter; (2) new evidence has been discovered that was not reasonably available at the time of the determination on responsibility or dismissal; or (3) a conflict of interest on the part of the Title IX Coordinator, an investigator who compiled evidence, or a decision-maker, and the conflict of interest affected the outcome.

If a party intends to file an appeal, they must submit the appeal in writing to the Ohio Virtual Academy's Board of Trustees no later than ten (10) calendar days following the date of the final decision by providing such appeal to the Head of School. However, OHVA's Board of Trustees shall be deemed to have received the appeal as of the date of its next regular board meeting after the appeal has been provided to the Head of School.

The opposing party shall be provided with a copy of the written appeal and given an opportunity to submit a response which was be submitted to the Head of School at least ten (10) calendar days prior to the next regular board meeting.

Ohio Virtual Academy's Board of Trustees, or a Title IX Appeal Committee selected by OHVA's Board of Trustees, shall review the written appeal and any response and issue a written determination within twenty (20) calendar days of the receipt of the appeal, which will be delivered to both parties. OHVA's Board of Trustees or Title IX Appeal Committee's decision shall be final.

Sanctions

The Title IX Coordinator shall notify the Head of School of the decision-makers' recommendations with respect to disciplinary action for the Respondent and/or remedies to be offered to the Complainant. The Head of School shall review the recommendations and proceed to determine whether such recommendations can or should be implemented based on the decision-makers' determination regarding responsibility. Nothing herein shall prevent the Head of School from imposing any remedy, including disciplinary sanction, while the appeal is pending.

Training

Individuals involved in the Grievance Procedure – Title IX Coordinators, investigators, decision-makers or facilitators of informal, voluntary resolution efforts must be trained.

The training materials cannot rely on sex stereotypes, must promote impartial investigations and adjudications and must be posted on OHVA's website.

All OHVA employees and OHVA administrators shall be trained on how to identify and report sexual harassment.

Privileges

No information protected by a legal privilege, such as the attorney-client privilege or the doctor-patient privilege, can be used during an investigation unless the person holding that privilege has waived it.

Neither a party nor Ohio Virtual Academy is allowed to seek, permit questions about, or allow the introduction of evidence that is protected by a recognized privilege.

Changes to Grievance Procedure

Ohio Virtual Academy reserves the right to change, modify, amend or repeal all or any part of this Grievance Procedure.

Appendix M – Restraint and Seclusion Policy

Positive Behavior Interventions and Support and Seclusion and Restraint Policy and Procedure

The Board is committed to the school-wide use of Positive Behavior Intervention and Supports ("PBIS") with students. School Personnel shall work to prevent the need for the use of restraint and/or seclusion. PBIS emphasizes prevention of student behavior problems through the use of non-aversive techniques, which should greatly reduce, if not eliminate, the need to use restraint and/or seclusion.

School personnel who are properly trained are only permitted to physically restrain and/or seclude a student if there is immediate risk of physical harm to the student and/or others, there is no other safe and effective intervention possible, and the physical restraint or seclusion is used in a manner that is age and developmentally appropriate and protects the safety of all children and adults at the event.

Training in methods of PBIS and the use of restraint and seclusion will be provided to all school personnel deemed appropriate by the Head of School. Training will be in accordance with Ohio law. Only school personnel who are trained in permissible seclusion and physical restraint measures shall use such techniques.

Every use of restraint and seclusion shall be documented and reported in accordance with this Policy. Terms of this policy shall be defined consistent with OAC 3301-35-15.

This Policy shall be made available to parents annually and shall be published on the school's website.

Policy Rationale and Philosophy:

Ohio Virtual Academy believes that the school environment should be one that ensures the care, safety, and welfare of all students and staff members. Efforts to promote positive interactions and solutions to potential conflict should be exhaustive. As an online school, students receive their education through the use of a computer and are typically in their own homes. The school does not have a brick and mortar building where students attend to receive their education. The only times students are together are during state-required testing administration and other sanctioned events, such as picnics, field trips and other educational events. In the event that a student's behavior presents a threat of imminent harm to self or others, the student's family, if present, would be the first line of contact in order to determine how best to calm the child down. If the student began to threaten to hurt self or others, the police would be notified.

The use of approved physical intervention or seclusion strategies to maintain a safe environment may be used as a last resort by school personnel who have been properly trained.

PBIS means a school-wide systematic approach to embed evidence-based practices and data-driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students. PBIS encompasses a wide range of systemic and

individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behavior to students. School personnel are prohibited from engaging in the following practices under any circumstance:

Prone Restraint

Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that involves the use of pinning a student by placing knees to the torso, head or neck; uses pressure point, pain compliance, or joint manipulation techniques; or otherwise involves techniques that are used to unnecessarily cause pain. Corporal punishment; Child endangerment, as defined by ORC 2919.22; Deprivation of basic needs; Chemical restraint; Unapproved mechanical restraint; Aversive behavioral interventions (intervention intended to induce pain or discomfort for the purpose of eliminating or reducing maladaptive behavior; or Seclusion in a locked room or area.

Physical Restraint:

Physical restraint may be used only if:

1. A student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. The physical restraint does not obstruct the student's ability to breathe;
3. The physical restraint does not interfere with the student's ability to communicate in the student's primary language or mode of communication; AND
4. By school personnel who are trained in safe restraint techniques, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Physical restraint is never to be used for punishment or discipline or as a substitute for other less restrictive means of assisting a student in regaining control.

Because a student's parent is typically present during school sanctioned events, the parent would be consulted first as how to best calm the student down, and assist the student in regaining control. The parent is responsible for removing the student from the event before the student's conduct escalates to the point of needing to be restrained at the event.

School personnel will be trained that if a student is getting to the point of removal or possible restraint, the parent is to be consulted. If the child is in need of being physically restrained consistent with this policy, the parent is responsible for performing the physical restraint. If the parent is unwilling or unable, physical restraint may be performed by school personnel consistent with this policy.

For the safety of all students and school personnel, efforts will be made in advance of a testing situation to ascertain whether an alternative environment is necessary.

Seclusion may be used only:

1. If a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. As a last resort to provide an opportunity for the student to regain control of his or her actions;
3. For the minimum amount of time necessary for the purpose of protecting the student and others from physical harm;

4. In a room or area that:
 - a. Is not locked;
 - b. Does not prevent the student from exiting the area should school personnel become incapacitated or leave the area; AND
 - c. Provides adequate space, lighting, ventilation and the ability to observe the student; AND
 - d. Under constant supervision by school personnel who are trained to be able to detect indications of physical or mental distress that require removal and/or immediate medical assistance and who document their observations of the student.

Seclusion is never to be used for punishment or discipline, for the convenience of school personnel, or as a substitute for other less restrictive means of assisting a student in regaining control.

Because a student's parent is typically present during school sanctioned events, the parent will be consulted first as to how to best calm the student down, and assist the student in regaining control. The parent is responsible for removing the student from the event before the student's conduct escalates to the point of needing to seclude the child at the event. School personnel will be trained that if a student is getting to the point of removal or possible seclusion, the parent is to be consulted. If the child is in need of being secluded consistent with this policy, the parent is responsible for implementing seclusion techniques such as removing the child from the event. If the parent is unwilling, unable or not present, seclusion may be performed by school personnel consistent with this policy.

For the safety of all students and school personnel, efforts will be made in advance of a testing situation to ascertain whether an alternative environment is necessary.

Reporting and Notification

Any incident of seclusion or restraint performed by school personnel shall be immediately reported to the Head of School and the parent. All such incidents shall be documented in a written report that will be made available to the parent within twenty-four hours and that is maintained by the school.

Training and Professional Development

The school will ensure an appropriate number of personnel at each event where students gathered together are trained in crisis management and de-escalation techniques. The school will maintain written or electronic documentation on training provided and lists of participants in each training.

School personnel shall be trained regularly on the requirements of this policy, Ohio Adm. Code 3301-35-15, and the school's policies and procedures regarding restraint and seclusion. The Head of School shall develop a plan regarding training school personnel as necessary to implement positive behavior intervention and supports on a system-wide basis.

Monitoring

The Head of School shall monitor the implementation of this policy and the school's procedures. This policy and subsequent procedures shall be accessible on the school website. The Head of

School shall be responsible for notifying all parents annually of the school's policies and procedures concerning seclusion and restraint.

Complaint Procedures

Parents with concerns regarding an incident of restraint or seclusion must provide a written complaint to the Head of School to initiate a complaint investigation. The Head of School or designee shall investigate the complaint and respond to the parent's complaint in writing within thirty (30) days of the filing of a complaint regarding an incident of restraint or seclusion. If the parent is not satisfied with the response provided, the parent may request to meet with the Board in executive session to address the situation.

Alternative Complaint Procedure

The parent of a student with a disability may choose to file a complaint with the Ohio Department of Education, Office for Exceptional Children, in accordance with the complaint procedures available concerning students with disabilities.

In accordance with the consent order entered in *Doe v. State of Ohio*, complaints alleging the improper use of restraint or seclusion on a student with a disability will be investigated by the Ohio Department of Education, Office for Exceptional Children, if the complaint otherwise falls within the procedures concerning state complaints under IDEA as set forth in Ohio Adm. Code Rule 3301-51-05(K) (4)-(6).

Complaints alleging injuries to a student with a disability or the use of restraints or seclusion shall not be deemed insufficient on the face of the complaint if they are framed within the context of IDEA, including: a pattern of challenging behaviors that are related to the student's disability; Whether the student has had or should have had a functional behavioral assessment (FBA) and a positive behavior support plan (PBSP); Whether the FBA and PBSP are appropriate; Whether the student's behavior and interventions are addressed or should have been addressed in the IEP; and Whether staff has been sufficiently trained in de-escalation and restraint techniques.