

Oklahoma Virtual Charter Academy High School Handbook

2016
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2017



OKLAHOMA
VIRTUAL CHARTER ACADEMYSM

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South
Douglas
Midwest
City, OK
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www.k12.com/ovca

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Contact	Area of Question/Concern
K12 Customer Service 1.866.512.2273 http://d2.parature.com/ics/support/default.asp?deptID=8179	<ul style="list-style-type: none"> • Missing materials • Log-in issues with OLS • Missing shipment/track your shipment
OVCA SOS Website http://ovca.k12start.com/	<ul style="list-style-type: none"> • Getting Started Videos • FAQ's • School Event Information • Important OVCA Tips, Tricks, and Tasks
Family Support Liaison	<ul style="list-style-type: none"> • Help with Blackboard Collaborate • Log-in issues with benchmark tests • Questions about attendance • Questions about reading an ILP
Advisor	<ul style="list-style-type: none"> • Questions about the high school platform , school requirements, state mandated testing, instructional strategies • Questions about what you are supposed to be doing
Course Teacher	<ul style="list-style-type: none"> • Questions about PowerSpeak (Foreign Language Courses) • Questions about specific course
Parent/Student Handbook	<ul style="list-style-type: none"> • Questions about school requirements and policies
PowerSpeak 1.800.596.0910 service@powerspeak.com	<ul style="list-style-type: none"> • Issues with PowerSpeak (Foreign Language Courses)
OLS Family Directory	<ul style="list-style-type: none"> • Find other K12 Families in your area • Access school calendar, Class Connect schedules, and school outings. • Connect with K12 families nationwide • Access Speaker Series recordings for help on instruction-related issues (managing multiple students, understanding mastery, writing tips, etc.)
Lead Teacher/Master Teacher/ Principal	<ul style="list-style-type: none"> • Concerns with Advisors/Teachers

Introduction

This Student Handbook sets forth some general guidance for parents, mentor, and students enrolled in the high school program.

SCHOOLMISSION STATEMENT

The mission of the Oklahoma Virtual Charter Academy is to promote student achievement by providing a rigorous and relevant individualized learning environment.

SCHOOLVISION STATEMENT

OVCA is a unique and innovative public school where:

- Students define, plan, and work toward achieving their academic and non-academic goals
- Students, teachers, parents, learning coaches, and school leaders share an ethic of cooperation, hard work, and high expectations
- Instruction is student-centered; looking at each student as an individual and matching teaching methods to individual learning styles and student performance
- Teachers demonstrate best practices and optimal use of technology in learning and teaching, high-quality instruction and curriculum, data-driven decision making, and focused and well-structured instructional practices.

ADMISSIONS

Admission and Entrance Requirements

OVCA is an open-enrollment public charter school. Therefore, it is open to all eligible students subject to any capacity limits allowed by law, and OVCA does not discriminate in its admissions policies or practices on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry, income level, disability, aptitude, academic or athletic performance, or proficiency in the English language.

Students in kindergarten through twelfth grade participating in the OVCA must reside in Oklahoma and meet the age requirements in order to be eligible to enroll in OVCA. Enrollment and admission decisions will be based on school capacity limitations, class/grade capacity limitations, program availability, and/or educational needs of the student. If the number of eligible students applying for admission exceeds the capacity of the school before the spring pre-application close date, the school will conduct a lottery, which shall be held

within the grade level that is oversubscribed, to select the student(s) that may be admitted to the school. If capacity limits are not reached before the spring pre-application deadline, a lottery will not be necessary and the school will continue to enroll students until capacity limits are reached or until the enrollment deadline. The last day to initiate an application for the 2015-2016 school year in grades 9-12 is August 21, 2016.

All paperwork and enrollment requirements must be submitted by September 1, 2016 for a final start date of September 6th. Students that do not complete the entire enrollment process prior to September 1 2016 will not be eligible for enrollment for the 2016-17school year and will need to reinitiate the process for the 2017-18when enrollment opens mid-March.

Admission of Homeless Children and Youth

The McKinney Act of 1987, or P.L. 100-77, ensures that each child of a homeless individual, and each homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth. OVCA ensures equitable access and opportunity to enroll and participate in educational services. There is an immediate removal of enrollment barriers. A homeless child's entry will not be delayed due to delays in obtaining school records. Rules regarding guardianship are waived for homeless students living with foster parents or relatives other than their legal guardians.

Oklahoma Virtual Charter Academy can offer assistance to qualifying homeless students which can include assistance with basic school supplies (this could include internet), information on local resources such as clinics and food banks and being aware of transportation needs during state testing.

If you feel you may be eligible for services please call Courtney Love at OVCA office 405.259.9478 or speak to your child's teacher.

Parent and Student Agreement

Direct parental involvement is fundamental to the success of the student and Oklahoma Virtual Charter Academy (the "School"). The School requires mandatory Start-Up Success Sessions for all new applicants to the School. The learning coach or legal guardian must attend the session(s) and the student's application for enrollment will not be approved until this has been completed. To the extent the School requires any additional parental involvement, such as other mandatory training, educational sessions, and/or the execution of certain documents/forms, the parent acknowledges and agrees to participate and cooperate or reenrollment may be denied.

Student attendance is required for enrollment in the School. The School is required to track attendance according to state law. Students that do not meet attendance requirements or adequate progress may be found truant and/or withdrawn from the School. Attendance is defined by the student's participation in the online learning process. This includes the following:

participating in all required synchronous courses; participating in all assigned interventions (such as small group meetings); and logging into a course and completing the assignments. Students that do not meet attendance requirements for ten (10) consecutive days will be found truant and may be withdrawn from the School. A student that is habitually truant may not be authorized to reenroll in the following semester or School year.

Parents or other responsible adults are expected to maintain communication with the School and teachers on a regular basis. Learning coaches are required to check their email on a daily basis. Phone conferences and/or live online class connect meetings will be initiated by the teacher as needed and all parties, to include the parent, responsible adult, and/or learning coach, as well as the student when requested by the School will be expected to have access to all curriculum materials and a computer for these conferences. Face-to-face meetings may be requested as well by the School. A working phone number, email address, and current physical, mailing, and shipping address must be provided, and updated as needed, throughout the school year. Families are required to notify all teachers and/or School administration of any changes in contact information as they occur. Failure of a parent or legal guardian to maintain reasonable communication with the School may result in the denial of reenrollment.

All students shall be required to participate in state-mandated testing according to their grade level. Parents are advised prior to enrollment and parents agree to this responsibility prior to enrollment in the School. Parents acknowledge and agree that state testing is completed in person and that it is the family's responsibly to provide transportation to the testing location. Parents and students that fail to attend and participate in the required testing may be denied enrollment in future school years. Please be advised, testing may not be in your local city or town. It may require a drive out of county.

All students must have a computer dedicated for schooling. Families that are using their own computer are responsible for ensuring their personal computer meets the School's required specifications. Additionally, high-speed internet access is required for all students. If the School discovers that a student does not have a dedicated computer and/or high-speed internet, the School may deny reenrollment in future school years.

The failure of the parent and/or student to fulfill their agreement with the School and to honor the acknowledgment of expectations and School policies, the School may impose consequences to include, but not limited to: locking a student's account, reporting a student as truant to the appropriate authorities, and denying a student's request to reenroll. Fundamentally, the School seeks to serve the best interest of a student, and the School believes that if a student is habitually truant, not attending required online sessions with the teacher, if a parent and/or student is not in regular contact with the teacher, if a student is not doing the assignments, and/or if a family does not have a computer and internet, then a full-time virtual school may not be the best choice for that family or student. Therefore, in the best interest of the student, the School may deny reenrollment to any student who does not comply with this policy.

ATTENDANCE

OVCA measures attendance based on the following:

1. Completion of assignments in a timely manner.
2. Engagement in ongoing two-way communication with the teacher and OVCA staff for the purpose of instruction and assessment. Two-way communication may include, but is not limited to, active participation in assigned Class Connect sessions and assigned intervention/remediation sessions.

For the purposes of attendance and truancy, a student is considered in attendance if he/she completes at least 70% of the weekly assigned tasks (assignments and engagements) designated in the student's Individualized Learning Plan (ILP) and/or course gradebook across all courses in any given quarter. If a student does not complete at least 70% of the weekly tasks, then he/she is not considered in full attendance for the quarter. OVCA will further determine the attendance of students completing less than 70% of the assigned tasks based on the engagement, communications, and individual circumstances of the student. Depending on these factors, OVCA may report the student as truant per state law, or take any other appropriate action pursuant to OVCA policies, handbooks, or as allowed by law.

Excused Absences

OVCA excuses student absences from school due to a physical or mental condition that makes instruction inexpedient or impracticable in excess of three school days. To be eligible for the excused absence policy, the student's parent or legal guardian must provide a written doctor's note prior to the 10th consecutive absence. If a doctor's note is not provided before the 10th consecutive school day of non-attendance, the student will be withdrawn for excessive absenteeism.

Truancy/Excessive Absenteeism

If the student's *cumulative* attendance exceeds 10 days in a semester or the student reaches a total of 10 consecutive school days of non-attendance per school policy; and there has been no online activity in the program during that same time; and no communication has been returned to the school personnel and/or school administrator, a petition for truancy may be filed in the family's district court of residence. This case will remain open until the student re-engages in OVCA or confirmation of enrollment from another public school district or the Intent to Homeschool Form is received by the OVCA registrar. In addition, OVCA reserves the right at any point in this process to withdraw the student from school based on non-participation.

Process for Withdrawal and Expulsion of Truant or Excessively Absent Students

As a public school program, OVCA is required to monitor student progress and attendance in accordance with all applicable statutes. Teachers, staff, and administration monitor student

attendance. Responsibility for compliance with state attendance statutes and regulations belongs to the parents, but the program is obligated to keep an accurate record of daily attendance. Excessively absent students are not meeting the expectations of OVCA and/or state law. Truancy may result in withdrawal from the School.

Illness/Extended Inability to Participate

If an unexpected situation should arise and there is an extended leave of three days or more needed from courses, students must follow these steps:

1. Determine if internet access is available (through libraries, etc.);
2. Contact teachers and Family Support Specialist to explain the situation;
3. Discuss class alternatives with the instructor; and
4. Provide a doctor's note from your physician for any illness that requires you to miss school for more than three days. Doctor's notes should have specific dates of absence, including a date the student can resume schooling full-time.
5. If a doctor's note is not provided before the 10th consecutive school day of non-attendance, the student will be withdrawn for excessive absenteeism.

Self-Administration of Prescribed Medication

Oklahoma Virtual Charter Academy shall permit the self-administration of inhaled asthma medication by a student for treatment of asthma and the self-administration of anaphylaxis medication by a student for treatment of anaphylaxis at all in person, school sponsored events, including but not limited to state testing, outings, prom and graduation, when deemed necessary by a licensed physician. The parent or legal guardian is responsible for submitting the Medication Authorization Form to the school and supplying an emergency supply of the medication. A student may self-administer prescribed asthmatic, diabetic, or anaphylaxis medication, if the self-carry/self-administration section on the Medication Request Form has been completed by parent/guardian and the physician. Students with an approved Medication Request Form on file shall be permitted to possess and use a prescribed inhaler or anaphylaxis medication, including but not limited to an Epinephrine injector, at all times. The Medication Request Form will be valid for the current school year.

Vacation Policy

OVCA is a public school. Students must attend at least 80% of the possible instructional hours for the school year AND must not miss school for 10 consecutive days in order to stay enrolled. This includes logging in and working in the online school. This includes logging in and working in the online school. Students who attend school regularly and make continuous progress in their curriculum may work with their teachers to develop an alternate schedule or special accommodations for extended travel. If a student's attendance history does not meet the attendance requirements, school staff should carefully evaluate the family's request for flexibility.

Assignments due during a family-scheduled vacation must be completed prior to the vacation, so it is the student's responsibility to contact his / her teachers prior to this absence. There are no exceptions to this policy. Assignments that are completed late due to a family-scheduled vacation during school are subject to the late work policy. Vacation time will not be approved during the standardized testing windows.

Inclement Weather Policy

OVCA has families and events all over the state. OVCA will be weather alert. After 2:00 pm the day before the event, please check your email for any cancelations or updates. OVCA will send updates in email—please check before leaving to attend event. ALWAYS use your best judgment depending on your location. Weather can change so quickly in Oklahoma.

Discrimination Policy

It is the policy of Oklahoma Virtual Charter Academy that no person be denied admission to the school or be denied participation in, be denied benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activities, shall not be abridged or impaired because of the person's sex, race, religion, national origin, ancestry, or physical, mental, emotional or learning disability as required by state and federal statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973 (handicap). Address all inquiries or complaints regarding this policy to: Sheryl Tatum, Head of School, Oklahoma Virtual Charter Academy, 1160 South Douglas, Midwest City, OK 73130, 405.259.9478. Inquiries or complaints related to Title IX can also be reported directly to: Angie Foust, Title IX Coordinator, Oklahoma Virtual Charter Academy 1160 South Douglas, Midwest City, OK 73130, 405-259-9478 ext. 2069, afoust@k12.com. All Title IX complaints will be monitored by the Title IX Coordinator regardless of to whom the original report was made.

CURRICULUM AND INSTRUCTION

Course Materials

Students are provided with materials and tools to use with the high school courses. Parents and students are advised to take care of the materials. Materials are to be returned at the end of the school year (except for consumable materials and optional materials families purchase on their own). Some courses will not have physical materials and will have digital books and software provided through the course. One of the tools that students will see and use frequently is a web-

based Blackboard Collaborate program. This is a real time interaction that helps engage students in hands-on learning.

Please go through your kit and use the packing slip to make sure that everything has arrived. If any materials are lost or damaged, please contact k12 immediately for replacements by calling 1.866.609.9573. Throughout the year you will also be required to provide some of your own materials. It is important that you check the advance prep information provided in the lessons and by your science teacher(s) so that you are prepared for the labs as they are scheduled.

Please note students joining OVCA after the start of the school year should **not** wait for their materials to arrive before beginning courses. Digital textbooks are available within the courses for the students to use while they wait for their materials.

Microphone

A microphone is required for all PowerSpeak (Foreign Language) courses and is strongly recommended for all students to use in Class Connect sessions. If your computer does not have a built in microphone, you can acquire one inexpensively at office supply centers or retail stores that sell computer accessories.

Getting Started With High School at OVCA

Student and parent/mentor usernames and passwords are unique and must not be shared with anyone. You will have two separate usernames and passwords, one for the parent/mentor and one for the student. Students must work in their own personal student account. Failure to do so may affect attendance.

Attending an orientation session is a key to success with the high school program. The orientation will explain to students and families how to access the curriculum, turn in assignments, check grade reports, and to perform other skills that will help the student be successful in the online environment.

Students should log in daily to all of their courses and complete the assignments listed on the course's calendar. The "To Do" section of the student dashboard only displays graded assignments due; students should always consult the Course Announcements for any reading assignments or online lessons to complete for the week. Additional Announcements may be added throughout the week; they may include important information affecting assignment details or the calendar, so students should check each course daily.

It is recommended that students study at least one hour, per course, per day. All work listed for the week is due by midnight on Sunday. Work submitted after the Sunday night deadline is subject to the late policy.

Class Connect

Class Connect attendance will be counted as a grade in the course as well as count towards a student's total attendance for the week. Some courses offer Class Connect more than once per week and students may be required to attend regular live sessions and small groups based on their performance. If a student is not able to attend live, they may watch the recorded session at another time, but live attendance is strongly encouraged.

Live Help (Office Hours)

Teachers and homeroom advisors hold regular, scheduled Live Help. Each teacher's Live Help schedule will be sent via email at the beginning of each semester and is available on each course home page in the Learning Management System (LMS). Live Help sessions are dedicated times where students and teachers meet in Blackboard Connect for additional instruction, reviews, question and answer sessions, or additional one-on-one tutoring, if needed.

Adding and/or Dropping a Course

Adds and drops will be made only when conditions meet the currently published criteria for a schedule change.

- If conditions warrant a schedule change, the student must email the counselor who will then discuss the request of change with the High School Administrator.
- If a schedule change is approved during the first **ten (10) class days** of a semester, the earned grade from the dropped course will not be reported or recorded. However, **all assignments for the new class must be made up at the teacher's discretion.**
- If a schedule change is approved after the first ten (10) class days, the student will not receive credit for the dropped course. No Credit (NC) will be entered on the transcript.
- A phone call or email from a parent/mentor is required for all schedule changes.

Only the following will be regarded as justifiable reasons for schedule change requests:

- To correct computer error.
- To correct graduation deficiencies.
- To correct class imbalance.
- To make necessary changes due to prior semester grades.
- To enable students to meet requirements for post-secondary school admission.
- To provide for placement in Special Education classes or to implement a student's IEP.

Schedules WILL NOT be adjusted for the following conditions:

- Preference for a different teacher.
- Preference to be with friends and / or siblings in a course.
- Change of mind about taking the course.
- Failure or fear of failure.

Final Exams

Students will take final exams at the end of both fall and spring semesters. There will not be excused absences allowed for these exams. In order to protect test confidentiality, all exams will be open from 5pm the night prior to the exam through 5pm the night of the exam.

SPECIAL PROGRAMS

Special Education

Special education services are available to students identified with a disability by a multi-disciplinary team. A multi-disciplinary team consists of a special education teacher, at least one regular education teacher, the parent/guardian, a professional evaluator, an administrator and the student. Therapists or other professionals are involved on an as-needed basis. OVCA follows the requirements of IDEA 2004 and the laws of Oklahoma. Documentation of the disability must be provided - such as medical records, prior special educational records and a psycho-educational evaluation and Multidisciplinary Evaluation and Eligibility Group Summary documentation.

Students in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress in the general education setting. Services offered may include the following: adaptations and modifications to the general education curriculum, specialized instructional strategies, and adjustments in pacing. The program is considered an inclusion program. The student's home is the regular classroom. Services are provided by consultation with a highly qualified special education teacher via phone, e-mail and the Class Connect online classroom.

What to expect:

- Every special education student will be assigned a special education teacher in addition to his or her regular course teachers. The mentor/parent and student are expected to communicate on a regular basis with the special education teacher through various available communication means.
- The special education teacher provides the mentor/parent assistance to modify and adapt the learning environment as well as curriculum paths for success.
- Instructional and related services are determined by the IEP team and documented in the IEP.
- The special education teacher is available as a resource for instructional strategies, adaptations and modifications to the curriculum.
- The special education teacher will provide a progress report at the end of each semester, noting the progress on the student's IEP goals.

- Special Education students are required to meet the same attendance policies as their peers. The home environment, one-on-one instruction, and flexible schedule create a learning environment which meets the student's specific needs.
- The student's mentor/parent is expected to keep records that assist in determining the student's progress towards IEP goals.

Related Services

Related services may include, but are not limited to, occupational therapy, speech and language therapy and physical therapy when it is necessary to the child's ability to make adequate progress in the general curriculum. Related services, placement, and goals are determined by the IEP team. Options for related services should be discussed with the special education staff before a decision is made to enroll with the academy. Related services are provided by virtually or by independent contractors across the state of Oklahoma. Families may be required to travel in order to receive in person related services. Our goal is to have providers available within an hour of the student's home; however this is not always possible. Location of related services is dependent on our ability to secure a contract with a provider. Some students will be eligible to receive online speech or occupational therapy services should they qualify for speech or occupational therapy. Students are expected to keep appointments. Missed appointments may result in the contractor refusing to provide services.

Communication

Communication between special education teachers and the learning coach/parent will be made via telephone, and email. Confidential documents will be sent via regular email and will be password protected. The corresponding password will be sent through a separate email. To ensure ongoing communication, please let the general education and special education teachers know if there is a change in phone number or email address.

Section 504 Accommodation Plans

The Rehabilitation Act of 1973, commonly referred to as "Section 504," is a federal statute that prohibits discrimination against persons on the basis of their disability by institutions that receive financial federal assistance. It states:

***No otherwise qualified individual with a disability shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.**

Section 504's purpose is to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. If a student is covered by Section 504, schools must provide such accommodations as are necessary to ensure that the student has equal access to services, programs and activities offered

by the school. Section 504 protects students from discrimination on the basis of disability to the same extent as the Americans with Disabilities Act (ADA).

In order to qualify for a 504 the parent and or student **MUST** present a doctor's note describing the mental or physical disability. If the student is going to be absent for three or more days they must present a doctor's note for excuse. The 504 student is still under the general rules of withdrawal if they do not comply with a doctor's note for extended absences.

Child Find

“Child Find” is a requirement of both Federal and State law. It mandates that each school district will locate, identify and evaluate, at no cost to the family, all students, ages 3 through 21, who are suspected of having a disability. OVCA has in effect several procedures to ensure the identification and evaluation of all children with disabilities who may be in need of special education and related services. Child Find information is posted on both the OVCA website as well as in the OVCA office. In addition, several screening processes which may lead to a more comprehensive assessment are provided through the assigned homeroom teacher's classroom. Parents, teachers or another involved individual may refer a child between the ages of 3 and 21 to the Special Education Manager through the Child Find Identification process. Once a child has been referred for special education services, an evaluation will be conducted to determine eligibility. Eligibility for special services is based on specific criteria established by the Oklahoma State Department of Education and the Individuals with Disabilities Education Act.

English Language Learners (ELL)

Notification of Language Assistance Services

Any parent/guardian who is limited in speaking, writing, or reading English may request the school to provide access to services such as an interpreter and/or translated documents. To request services please email the ELL Coordinator, Nicole Ellison, at nellison@ovcavirtual.org

GRADES

Grade Determination

The School's High School grades are determined by the sum of points a student earns on all graded assignments and tests.

Points earned by student/ total points possible = Grade

Example: In his or her math class the student earns 563 points out of a total of 700 possible points. The grade would be 80%. $(563/700 = 80\%)$

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0 – 59%

Class Rank and Honor Roll Determination

Class rank is determined by rank ordering the weighted cumulative grade point average of all students within a grade level. The following values are assigned to semester grades in each course:

A = 4

B = 3

C = 2

D = 1

F = 0

OVCA Pre-AP/honors level courses taken carry the following weighted value:

A = 4.25

B = 3.25

C = 2.25

D = 1.25

F = 0

Pre-AP/Honors courses taken prior to school year 2014-2015 will not be weighted.

College concurrent courses and Advanced Placement courses carry the following weighted values:

A = 5

B = 4

C = 3

D = 2

F = 0

Students taking concurrent courses at technology centers that are part of approved Associate in Applied Science degree programs may work with their technology center to obtain a college transcript indicating their applied credits. A student may submit their college transcript to OVCA to be awarded weighted credit based on the guidelines listed above.

Upon enrolling in OVCA, prior credits will be transcribed per OVCA weighted grades policy.

Honor Roll is determined at the end of each semester. Students with a non-cumulative GPA of 3.0 or above for the given semester earn a spot on the honor roll. Students with a cumulative GPA of 3.5 or above at the end of each semester earn a spot on the Principal's Honor Roll.

National Honor Society

Students in grades 9-12 and with a cumulative GPA above 3.5 and who also demonstrate good character and leadership skills may be invited to join the OVCA chapter of the National Honor Society. Students will be evaluated annually for induction in the spring. Membership requires active participation including monthly meetings and volunteer requirements.

Grade Promotion and Awarding of Credit

Students are promoted based on the number of credits earned. Credit is not awarded for courses in which a student earns an F (below 60%). Students may repeat a course in which they have earned an F. However, both grades will be reflected on the student transcript and figured into the overall grade point average. One does not erase the other. Credit is granted for courses in which the student completes the attendance requirement and earns an A, B, C or D. Students may repeat courses for a higher grade if they choose to do so. If this occurs, credit will only be granted once for that class and the other course will receive credit for an elective class. Both grades will be figured into the overall grade point average. Students enrolling in a course 30 days after the official school semester start date are on audit status and not eligible to earn credit.

Grade level classification is determined by the number of credits a student has *at the beginning of the school year and will not change until the next school year*. This means that a student will not change classification after a grading period no matter how many credits he/she has. If the student comes from out of state, or an accredited private school, assuming all required documentation is submitted, the student placement will be based on the number of credits earned (see chart below). If the student is coming from a non-accredited institution, including home-school, the student is required by state law to take a placement test(s) in order to earn credit for high school coursework. Placement tests can only be taken one time. Students that have completed a state testing exam and passed with a score of "Proficient" or "Advanced" may use the state test as a demonstration of course mastery rather than taking a placement test. Upon passing a placement test, the grade on the incoming transcript will be transcribed onto the OVCA transcript. If the incoming grade is a "P" or "Pass" then the student/parent will obtain documentation from the prior school of an actual letter grade. If no letter grade is obtained then the passing score of the placement test will be transcribed. If a state test is being used as in lieu of a placement test, a score of Advanced will be transcribed as "A" and a score of Proficient will be transcribed as "B". Courses transcribed as a result of a placement test will receive basic weight. Former OVCA students that have completed placement tests at OVCA, may request an updated transcript with letter grades assigned rather than a "P" for pass.

The following minimum criteria will be used to determine a student's grade level at the beginning of the school year.

0 - 3.5 credits	9 th grade
4 - 9.5 credits	10 th grade
10- 16.5 credits	11 th grade
17- 23 credits	12 th grade

Acceleration

It is important to consider the long term goal of early completion of courses to determine the best path for the student. Students who wish to work ahead in order to graduate early are encouraged to work with their counselor and/or the Gifted Resource Coordinator to develop a plan to additional courses and/or accelerated pacing. Demonstrated success in current courses is required before exploring accelerated pacing or early graduation paths.

Students who wish to work ahead in individual courses must request approval from the course teacher. Demonstrated success in the course and a plan for two-way communication for the purpose of feedback and instruction is required to work ahead. Completion of all assignments, including the final exam, is also required.

Seventh Course Option

Students who have completed one full semester with OVCA and passed all courses may elect to take a seventh course the following semester. Students may continue to take a seventh course provided they continue to pass all courses in which they are enrolled. Contact your counselor to discuss the seventh course option and determine how that will impact your student's individual graduation plan.

Graduation Requirements

OVCA students must complete 23 credits and participate in state testing to be eligible for graduation. Students must earn the following credits to graduate with a Standard Diploma:

English	4 credits
Math	3 credits
Science	3 credits
Social studies	3 credits (including ½ credit of OK State History, ½ credit of Government)
Additional Course	1 credit from an additional course in English, Math, Science, Social Studies, or World Language /Computer Science
Fine Arts	1 credit
World Lang./Comp. Science	2 credits (of the same foreign language) or 2 credits in Computer Science)

Personal Financial Literacy Requirement

Beginning with students entering the 7th grade in the 2008-2009 school year, in order to graduate from a public high school, students must complete and demonstrate satisfactory knowledge in 14 areas of instruction related to financial literacy, including such topics as credit card debt, saving money, interest, balancing a checkbook, understanding loans, identity theft, and earning an income. School districts have the option of determining when the areas of instruction are taught and whether these are integrated into existing courses or taught as a separate course (which may count as an elective credit). Students assessed with alternative standards through the Oklahoma Alternative Assessment Program (OAAP) may demonstrate mastery of the PFL standards if they meet the following criteria: 1) receives substantive and substantial instruction in life-skills curriculum, and 2) demonstrates the acquired knowledge of the student by alternative measures as required by the IEP.

Graduation

A live graduation ceremony will be held in May of each school year. The location of graduation will be determined each year by the board and administration. Attendance and participation is optional, but students are required to purchase and wear a cap and gown in order to participate in the ceremony. Caps and gowns will be purchased through a vendor selected by the school, and pricing and ordering information will be given to students in advance. Please contact your homeroom advisor if you would like to participate in graduation, but purchasing the cap and gown would cause a hardship.

Students meeting at least one of the following criteria will be invited to participate in the May ceremony:

- Have earned a minimum of 23 credits and participated in all required state exams as outlined above by the end of May.
- Have earned a minimum of 22 credits and participated in all required state exams PLUS agree to enroll in summer school to complete that last 1 credit.
- Completed all graduation requirements and officially graduated in December.

Students may graduate in December of their senior year if they enter the year needing 3 or fewer credits left to graduate and the only year-long course needed is English 4 (British Literature). Students will take both first and second semesters of English 4 in the fall, plus four additional courses to equal a full time student. Students wishing to graduate early must be approved to do so prior to the start of the school year. There is not a separate graduation ceremony for December graduates.

Credit Recovery

Students who previously attempted a high school course for credit and did not pass; who have partial credits for a core course (Math, Science, History, and English); or who have a credit deficiency that would extend their graduation date, are eligible to enroll in a Credit Recovery version of the course. Additionally, students failing two or more courses in the fall semester could be automatically placed in Credit Recovery in place of one or both of their spring electives.

Students needing to make up credits may enroll in Credit Recovery courses beginning August 16, 2016 for the fall semester and January 3, 2015 for the spring semester. Students may be enrolled in Credit Recovery courses no less than 6 weeks prior to the end of the semester.

- Students who need to make up 1.0 or more credits AND who passed all courses the previous semester may opt to enroll in Credit Recovery as a 7th course OR as a replacement for an elective.
- Students who need to make up less than 1.0 credits AND who passed all courses the previous semester may enroll in Credit Recovery courses as a 7th course.
- Students who need to make up 1.0 or more credits AND who did NOT pass all courses the previous semester will enroll in Credit Recovery course(s) as their elective choice(s).
- Students who need to make up less than 1.0 credits AND who did NOT pass all courses the previous semester can enroll in Credit Recovery as a 7th course for Quarter 2 (fall) or Quarter 4 (spring), provided they are passing all current courses with a C or better.
- Enrollment in a Credit Recovery course to replace an elective course MUST take place within 10 days from the student's start date to avoid the dropped course showing on the transcript as incomplete.
- Students will work actively to finish Credit Recovery courses within 6 weeks of course start date. Additional time is available for students under special circumstances one week at a time. Extensions must be approved by administration. Completing Credit Recovery courses within the 6 week period allows for additional recovery courses to be taken within the same elective slot. This is crucial for many to remain on track for graduation.
- Teachers will regularly monitor student progress in the course and may request students complete specific lessons depending on the results of diagnostic tests, lesson quizzes, and unit tests.
- Teachers will hold regular ClassConnect sessions and may require students to attend in order to check for understanding or offer needed support.
- Students may add another Credit Recovery course after they complete their current course, provided there are at least 6 weeks remaining in the semester.
- So long as students continue to be successful in their Credit Recovery courses and their regular courses, OVCA will not limit the number of Credit Recovery courses that can be completed within the given guidelines.
- Transcripts will be updated at the end of each semester, but grade level is only changed once prior to the start of each school year.
- It will take up to four business days to close a Credit Recovery course upon completion and to order a new course.
- No physical materials will be provided for Credit Recovery courses. Online versions of textbooks, worksheets, and student guides will be incorporated into the course. Any novels or other materials needed must be obtained by the parent/guardian, mentor, or student.

Summer School

OVCA offers Credit Recovery courses in Summer School, as well as a selection of courses for first time credit. Students may take a maximum of two single-semester courses during each summer session. The fee for Summer School courses, as well which courses will be offered, will be determined prior to the end of each academic school year. Detailed information will be sent through email in late spring.

Driven to Read Program

According to Oklahoma law, any person under the age of eighteen (18) years wishing to apply for a driver license or permit must be regularly attending school, and successfully reading at the eighth grade level. Options for demonstrating reading level include:

- Demonstrating a satisfactory reading ability at the eighth grade level on the Oklahoma Core Curriculum Reading test required of all eighth graders.
- Demonstrating a satisfactory reading ability at the eighth grade level on an alternative test approved by the State Department of Education.
- Having an Individualized Education Plan in reading and performing satisfactorily according to the plan.

In order to obtain a letter from the School to present to the DMV, the student or parent must contact the student's advisor with the written request. Students meeting the testing requirement and who are on track with attendance will be provided a letter in 7-10 business days of the written request.

Honor Graduates/ Valedictorians and Salutatorians

Honor Graduates will be recognized as those students who have a minimum of a 3.75 weighted grade point average. The Valedictorian for the senior class will be the student(s) having the highest weighted grade point average and ranked first in his/her graduating class. The Salutatorian will be the student(s) with the second highest weighted grade point average and ranked second in his/her graduating class. To qualify as a Valedictorian or Salutatorian, the student must be enrolled with OVCA at the beginning of the fall semester of his/her senior year. Cumulative grade point average through the fall semester of the senior year will be used to determine all graduation honors. All grades are averaged including all repeated courses.

Evidence of Mastery

Grades are determined based on how well a student performs on graded activities within each course. Graded activities include:

- Practice Lessons
- Threaded Discussions
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Checkpoints
- Tests
- Benchmark tests
- USA Test Prep
- ClassConnect assignments

Some assignments are teacher-graded and others are computer-graded. During the semester, students and parents/mentors are encouraged to check progress in EACH class by viewing the grade book in each course. The grade book in the course is updated every time an assignment is graded, whereas the information in “My Info” is updated only every 24 hours.

Warning: If a deadline has passed and the teacher has not entered a zero for that assignment, the student’s grade may be temporarily inflated. Zeros are typically entered on Mondays for work not received by the Sunday night deadline.

Late Work Policy, Semester Check Points, and Lock Dates

- Due to the nature and design of the threaded discussions in the courses, threaded discussions must be completed as scheduled by the teacher. Late submissions for discussions will not be accepted and cannot be made up.
- All graded assignments – whether teacher- or computer-scored – are listed on each course’s calendar. These assignments must be completed and submitted *no later than midnight the Sunday immediately following to avoid having a 0 entered in the gradebook*. Any work that is assigned during the week that is not received by Sunday at midnight will be considered missing and assigned a zero on the following Monday. The zero will remain in the gradebook until the assignment is completed and graded, but the posted grade may be reduced according to the late date policy.
- Students will have until the next Check Point to turn in work for full credit, with the exception of threaded discussions. After the Check Point has passed, work submitted is subject to a 25% late penalty.
- Checkpoint 2 is also the first Lock Date for the semester. All teacher graded assignments and until tests scheduled-to-date will be locked at the time of Checkpoint 2, and these assignments can only be made up at the teacher’s discretion.
- Checkpoint 4 is the last Lock Date. All work scheduled for the semester, with the exception of the semester exam, is due by Checkpoint 4, no exceptions. Work not submitted will receive a permanent 0.

➤ Below are the Check Point dates:

1st Semester:

- Check Point 1: September 18, 2016- All work scheduled August 18 – September 16 must be submitted to avoid a late penalty.
- Check Point 2 and Lock Date: October 16, 2016- All work scheduled September 19 – October 14, 2016 must be submitted to avoid a late penalty. Additionally, all teacher graded assignments and unit tests scheduled August 18 – October 14, 2016 will be locked.
- Check Point 3: November 27, 2016- All work scheduled October 24 – November 22, 2016 must be submitted to avoid a late penalty.
- Check Point 4 and Lock Date: December 11, 2016- All work for the semester, with the exception of the semester exams, is due and will be locked.

2nd Semester:

- Check Point 1: February 5, 2017- All work scheduled January 3 – February 12, 2017 must be submitted to avoid a late penalty.
- Check Point 2 and Lock Date: March 19, 2017- All work scheduled February 13 – March 9, 2017 must be submitted to avoid a late penalty. Additionally, all teacher graded assignments and unit tests scheduled January 3 – March 9, 2017 will be locked.
- Check Point 3: April 16, 2017- All work scheduled March 20 – April 14, 2017 must be submitted to avoid a late penalty.
- Check Point 4 and Lock Date: May 21, 2017- All work for the semester, with the exception of the semester exams, is due and will be locked.

- Under extreme circumstances, teachers may grant due date extensions on assignments. ***You should never assume that they will automatically grant these requests.*** Due date extensions *must* be requested *before* the due date of the assignment and on a school day (no later than 4pm, if made on a Friday). Requests received on or past the due date, or on a non-school day will not be granted.
- Assignments not received by the final lock date each semester will receive a grade of zero, with no exceptions.
- In case of computer or Internet issues, please have a hardcopy of your teachers' names and phone numbers.
- Please be aware that because of the point values assigned to teacher-scored assignments, it is mathematically impossible to pass a course without completing them.

NOTE: Attendance and truancy policies are listed at the beginning of this document, but are closely related to this topic. Please refer to the attendance and truancy policies regarding the failure to complete work on a timely basis, in addition to, understanding the above listed policies on late work submissions.

Grade Changes within a Course

The School understands technical errors occur. Should a technical error result in a discrepancy between the gradebook a student/parent sees and the gradebook the teacher sees, the parent or student must contact the teacher for an appointment. Grades in the gradebook will not be changed by a teacher unless the student meets the teacher in Blackboard Collaborate and shares his/her screen with the teacher so that the teacher can help determine the technical error for proper reporting.

Report Cards and Progress Notes

Report cards are sent at the end of each semester to notify parents on the student's progress and will include final course grades, as well as credit earned for each course. Remember, it is only these semester grades that will go on the student transcript.

Progress notes are sent a minimum of twice every quarter to help the teachers notify the parents of their student's progress in each course. The grades on progress notes are not final grades for the semester. These should be used as one of many tools provided to assist parents/guardians, mentors, and students.

Report cards and progress notes will only display courses and grades taken at OVCA. OVCA does not assign or issue grades for coursework completed through a Career Tech program or college/university. Information regarding the student's progress in those courses must be obtained from the Career Tech or college/university. Transcripts will reflect grades as reported to OVCA by the Career Tech or college/university. Counselors will verify ongoing attendance with the Career Tech Center or college/university. If a counselor is unable to obtain such verification, students will be asked to provide evidence of ongoing attendance.

Report cards and progress reports are emailed to the parent/legal guardian's personal email account. It is the parent/legal guardian's responsibility to notify the staff of any changes to your email address during the school year. We will send the report cards to the most current email address listed. Also, remember that student's grades for each course are available through the course homepage 24 hours a day, and are the most current and dependable method of viewing your student's grades.

Family Academic Support Team (FAST)

OVCA has a trained group of staff to support OVCA Families known as the Family Academic Support Team (FAST). The FAST team empowers students to overcome challenges that may be academic, social, emotional, medical, or otherwise to succeed in the school and beyond. The FAST team and teachers work with families to provide the extra help needed to enable students to stay motivated and on track.

Families who enroll their children in the Oklahoma Virtual Academy agree to the Acknowledgement of Expectations and Policies document. The expectations listed in the document are the basic minimums to which parents and students must comply in order to experience success in OVCA. Students failing to meet the expectations defined will be referred to the FAST program.

Upon initial referral the student is placed on Tier 2 FAST support because a student need has been identified by the student and family being unresponsive to standard teacher interventions and support. At Tier 2 FAST the student will be assigned a FAST team member who will begin supporting the student/family to address the issue at hand through strength based support. The FAST team will offer additional resources and interventions through additional phone calls and emails attempting to train the family to overcome the compliancy concern. The FAST team member will also provide a Back on Track plan that will outline the specific actions required by the student and learning coach each week to become successful with the goal of academic achievement. As part of the plan, the student and learning coach will be required to meet weekly in Blackboard Collaborate for a weekly check in. This check in conference will review the expectations of the plan and review the prior week's progress of the plan. Families are required to communicate and comply with the FAST staff and complete the Back on Track plan.

If the concern or compliancy issue is not resolved after receiving the additional Tier 2 FAST support the student will be escalated to Tier 3 FAST support. The FAST member would have been working with the student/family; however, if the family had not been complying they must be held accountable to meet the student's personal and educational needs. The family will be notified of the escalation to Tier 3 FAST. Tier 3 FAST support will continue to include a Back on Track plan, weekly check in with the FAST member, and the student will be assigned Family Engagement Points. These points can be lost if compliancy issues continue. The goal is to keep FEP (Family Engagement Points) to continue to reach the goal of academic achievement.

If the concern or compliancy issue continues, the student is escalated to Tier 4 FAST. All available resources and interventions have been exhausted. The family will be notified of escalation to Tier 4 FAST by the Family Engagement Administrator. The notification will explain that the student and learning coach did not adhere to the Back on Track plan and requirements of Tier 3 FAST and may receive consequences which can include:

- Locked Student Account
- Deemed Ineligible to Reenroll
- Referral to the District Attorney and/or Department of Human Services for Truancy/Lack of Schooling

Individualized Learning Plans (ILP)

100% of students will have an ILP developed in partnership with students, parents and educators. The ILP will outline the graduation plan and how students, parents, and educators, share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help students achieve high

standards. The ILP's are sent each semester to define and update the graduation plan. ILP's will be maintained in the student's file and regularly updated based on evidence of student progress.

ACADEMIC INTEGRITY

Guidelines for Integrity in Assessments and Assignments

Assessments, such as quizzes and tests, are a critical part of any academic program. They offer important information about your progress toward mastery. This information is helpful only if it's accurate. It can be accurate only if the assessment represents *your* work and only *your* work.

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

- You and you alone will take the assessment.
- You will not copy or redistribute any part of the assessment in any way—electronically, 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 on another electronic device. OVCA uses a program called Exam Guard to help ensure students are in compliance with this policy.
- 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.

You will be asked to submit written assignments for teachers to grade. Your written work should be completely free of plagiarism. Plagiarism is copying another person's work without providing direct reference to the author, original print material or website. Put simply, always give credit where credit is due. Be sure to ask your teacher if you have questions regarding citing sources. Schools have web tools available to check for student plagiarism.

OVCA uses Turn It In (TII), an online tool that checks student papers for plagiarism. It is designed for students to submit papers to be checked **before** submitting the final paper to their teacher.

When a student submits a paper to Turn It In, it is automatically added to a database that allows the system to compare other submissions to it for plagiarism. It is up to each teacher to determine which assignments will be submitted to Turn It In.

Unless your teacher or specific directions inform you of exceptions, you are expected to follow these principles while taking assessments and completing written assignments. Only by honoring these principles can you assure both academic and personal integrity.

Lock-Down Browser

The High School Learning Management System features **Lock-Down Browser** (formerly ExamGuard), a secure browser add-on that limits the student's ability to print, navigate the Internet, and access other programs while taking an online assessment. The default setting activates this functionality for **Computer Scored (CS)** Unit assessments.

Students must download and install a small piece of software before accessing a protected assessment. When students access these assessments, the **Lock-Down Browser** software is activated, allowing the student to complete the assessment, but prevents access to any other functionality on the computer.

Lock-Down Browser prohibits students from the following when taking an online assessment:

- Printing functions are disabled;
- Print Screen and capturing functions are disabled;
- Copying and pasting anything into or from the assessment;
- Surfing the Web;
- Opening or using any other applications such as Microsoft Word, e-mail, instant messenger, etc.;
- Function keys are disabled; and
- Selecting on any other area within the course.

Students will not be able to select the **Begin Exam** button without the necessary software. Selecting the **Lock-Down Browser Download and Instructions** link will take student to the download page to download the **Lock-Down Browser** plug-in. Should a parent or student feel there is an extenuating circumstance preventing the use of Lock-Down Browser, the parent must notify the teacher prior to the due date of the assignment. Exceptions to using Lock-down Browser will be determined on a case by case basis and must be approved by the high school principal.

Plagiarism

The definition of plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as your own original work. Specific examples of plagiarism that will not be tolerated are:

- Copying, paraphrasing or summarizing another person's work without citing that source.
- Using material, including photographs, from the internet or any other source and representing the material as your own, even if you have changed some of the words.
- Having someone else write the assignment or rephrase any portion of that assignment.
- Directly copying or rephrasing student aids (Cliff Notes, for example), critical sources, or any reference materials, in part or whole, without acknowledging those sources.

Source Citation

Many courses require written work where students need to cite sources. Any direct quotations from a textbook can simply be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If a student cites information found on a website, he or she must provide the complete web page or site title, URL, author (if known), page number (if applicable), publication date of the site (if available), and date of access.

Students are responsible for their own work on unit tests and final exams. Students are not allowed to use notes, quizzes, or textbooks on unit tests or on the final exams. Students are not permitted to share work with other students on unit tests or final exams. If a student does not complete his or her own work or shares work with others on unit tests and/or final exams, he or she will not receive credit for the work and is at risk of suspension or expulsion from OVCA.

Students must cite sources in all assignments, tests, and exams. Students do not receive credit for work that does not appropriately cite sources.

Academic Integrity

OVCA uses Turn It In (TII), an online tool that checks student papers for plagiarism. It is designed for students to submit papers to be checked **before** submitting the final paper to their teacher. When a student submits a paper to Turn It In, it is automatically added to a database that allows the system to compare other submissions to it for plagiarism. It is up to each teacher to determine which assignments will be submitted to Turn It In. Should a parent or student feel there is an extenuating circumstance preventing the use of Turn It In, the parent must notify the teacher prior to the due date of the assignment. Exceptions to using Turn It In will be determined on a case by case basis and must be approved by the high school principal.

All assignments are assumed to be the student's original work. Therefore, if the student utilizes any ideas that are not his or her original thoughts, the student must cite his or her sources using MLA format. A student who fails to abide by these standards will be reported to the high school principal and will be subject to disciplinary action.

Teachers will investigate suspicions or accusations of cheating to determine if the student is completing their own work. Teachers may request an online meeting to evaluate the student's mastery of learning objectives as needed as part of the investigation.

Consequences

- ➔ **First Offense:** You will receive a warning and a chance to redo the assignment for 50% credit. A note will be made in your permanent record.
- ➔ **Second Offense:** You will receive a zero on the assignment and you will not be allowed to make up the work. This will be your last warning. You will receive a call from administration, and a note will be made in your permanent record.
- ➔ **Third Offense:** You will be referred to administration for disciplinary actions which may include suspension or expulsion.

TESTING

USA test Prep Interim Assessments

OVCA utilizes interim assessments throughout the year to determine the academic needs of our students. These assessments help your child and teachers understand how your child is learning and to watch his/her growth over the course of the year. Full participation in these assessments was agreed to during enrollment.

Your student's homeroom teacher will provide you with your child's login information. It is important that you do not help your child with the answers to the test. The purpose of the test is to provide teachers with information on your child's strengths as well as areas that need additional focus this school year. If you assist in any way, the test will not be valid. If the test is not valid, we will have inaccurate information on your child's abilities.

Information will be sent via email regarding test instructions and deadlines. These assessments are a part of the students' courses and will appear on their calendars.

Your student's homeroom teacher will share this information with you after the tests are taken. **USA Test Prep assessments tests are not optional. Students who do not complete the tests will**

have their account locked Students that fail to fulfill the agreement to fully participate in school assessments will not be eligible for reenrollment.

USA Test Prep

USA Test Prep is the online test preparatory program used by OVCA. All high school students are encouraged to use USA Test Prep as a review tool to prepare for weekly skills as well as state tests. USA Test Prep may be used as extra credit or additional assignments in courses that do not have state tests. Completion of USA Test Prep material is a requirement for all 10th graders and is part of the final grade in courses.

Students in Algebra 1, Geometry, English II and Biology are also required to complete assessments in USA Test Prep. These assessments are benchmark assessments for the state exams and are used to identify areas in which students need additional support, in order to be successful on the state exams. These assessments are required, and will count for a grade in the state courses. Students that fail to fulfill the agreement to fully participate in school assessments will not be eligible for reenrollment.

State Testing: Oklahoma State Testing Program

OVCA is a public high school and receives public funds. Therefore, OVCA students are required to take certain tests since they are enrolled as students in a public high school. State testing is in person at limited locations across the state and parents are responsible to provide transportation to all required testing sessions. Full participation in these assessments was agreed to during enrollment. Students that fail to fulfill the agreement to fully participate in state testing will not be eligible for reenrollment.

For the 2016-2017 school year, all 10th graders must complete state testing in Math, English and Science. Every high school student shall participate in the Math, English and Science state assessments in order to graduate from a public high school. Students entering 9th grade during the 2017-2018 school year must also complete the US History state test in order to graduate.

All students with disabilities enrolled in a tested grade in Oklahoma Virtual Charter Academy will be administered all mandatory state-designated tests either with or without accommodations as determined by the IEP team. Students with significant, cognitive disabilities may instead be assessed through the Oklahoma Alternate Assessment Program (OAAP) if the IEP team has determined the student qualifies for an alternate assessment according to the criteria found in the "Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments". A small portion of students assessed through the OAAP may be exempt from participating in state mandated accountability tests or retesting requirements if they meet criteria set by the Oklahoma State Department of Education.

State Testing Dates

The Oklahoma State Department of Education (SDE) sets the testing windows for all schools across the state. OVCA will publish these windows as the SDE releases them. Parents and students will be notified of their exact testing schedule and location in advance. School shall offer no less than six testing locations with at least one location in each quadrant of the state and each of the two metropolitan areas in the state. Participation in state testing is required. Failure to participate in these exams will prohibit a student from graduating and receiving a high school diploma. Students that fail to fulfill the agreement to fully participate in school assessments will not be eligible for reenrollment.

COLLEGE/CAREER

Oklahoma Promise Scholarship

Oklahoma's Promise is a program set up by the Oklahoma Legislature for 8th, 9th and 10th grade students that will help pay for their college education if their parents' income from taxed and untaxed sources is \$50,000 or less at the time the student applies to the program.

Scholarship benefits:

If the student meets the program's requirements and takes the required courses, Oklahoma's Promise will pay his/her tuition at an Oklahoma public two-year college or four-year university. It will also cover at least a portion of tuition at an Oklahoma accredited private college or university or for courses offered at public technology centers that qualify for credit from an Oklahoma public two-year college.

For more information regarding the program or to obtain an online application, visit:

www.okpromise.org or by phone at 1-800-858-1840 (405-225-9239 in OKC area) or by email at okpromise@osrhe.edu.

You may also contact your high school counselor for further assistance.

**Please note: K12's comprehensive and above classes will qualify for Oklahoma's Promise. K12's "core" classes will not qualify for Oklahoma's Promise. Core, in this instance, does not refer to Math, Science, History and English, but rather, the difficulty level of a course in which the student is enrolled.

College Entrance Exams

The ACT and SAT are college entrance tests designed to assess a student's academic readiness for college. These entrance exams are the most important tests that a student can take for college admission and scholarship awards if he/she plans on attending a college and/or university.

The ACT measures skill levels in English, writing (optional), reading, math and science reasoning. The SAT, typically used for east and west coast school admission, tests reading, writing and math skills as well. The ACT and SAT tests are timed and a fee is charged. If the cost of the test is a concern, you may be eligible for an ACT Fee Waiver. Information about the eligibility requirements and how to request a fee waiver is available from the high school counselor.

The following web-sites give information on test dates, location and costs and also serve as an excellent test prep tool as they provide you with sample test questions.

www.actstudent.org

www.collegeboard.org

Concurrent Enrollment / Dual Credit

High school juniors and seniors may choose to participate in an early entry program in which they attend college courses for college credit while they are finishing their requirements for high school graduation. State law now requires all concurrent enrollment courses be entered on a student's high school transcript as either academic or elective credit. All concurrent courses will count in GPA and class rank. For a detailed description of requirements, please visit: <http://www.sde.state.ok.us/Schools/Counseling/pdf/Concurrent.pdf>

Eligibility requirements:

- Student must be eligible for admissions to the college or university under regular admission criteria.
- Juniors must have an ACT composite score of 21 or above and a sub-score of 19 or above in the desired concurrent subject area.
- Seniors must have an ACT composite score of 19 or above and a sub-score of 19 or above in the desired concurrent subject area.
- Student must contact their counselor to fill out the appropriate forms and permission from OVCA MUST be granted for a student to enroll in concurrent classes.
- Student may enroll in a combined number of high school and college courses per semester NOT to exceed a full time college workload of 19 semester credit hours. All OVCA courses are the equivalent of 3 credit hours.
- Students must provide proof of their enrollment in a college program before the first 10 days of each semester. Proof should be a schedule indicating the courses to be taken each semester. Failure to do so will result in cancellation of The OVCA's approval to

participate and the student will be enrolled in a full course load (6) for the semester with OVCA. Additional verifications throughout the semester may also be required.

High school seniors who meet the eligibility requirements are entitled to receive tuition waivers for up to six hours per semester (summer semester before the senior year, and both fall/spring semesters of the senior year). Tuition waivers only include the cost of tuition and, therefore, the student/parent/legal guardian is responsible for additional costs associated with fees and books.

Eligible high school juniors are responsible for all costs associated with concurrent enrollment including tuition, fees, and books.

Concurrent students may not enroll in remedial (zero-level) coursework offered by colleges and universities designed to remove high school deficiencies.

Check with your local college or institution to verify they offer concurrent enrollment for high school juniors and/or seniors.

Career Tech Programs (Vocational Education)

Juniors and seniors who are on track for graduation may elect to attend an area Career Tech Center program while still attending high school. Some Career Tech Centers also offer programs to sophomores. Students are responsible for contacting their local Center to determine program offerings, application deadlines, and admission requirements; these will vary from one Career Tech Center to another. To determine the Career Tech Center your student is eligible to attend, contact the residential high school counselor in your area to inquire where their students attend, or visit <https://www.okcareertech.org/technology-centers> for more information.

Tuition is not charged for eligible high school students, but additional supplies may be required.

Students must obtain and complete the appropriate forms from the technology center AND must meet with the counselor in order to be approved by OVCA to attend a Career Tech program.

- Students not on track for graduation will not be approved to participate in a Career Tech program.
- Students are limited to attending Career Tech half time and must be enrolled in at least 3 OVCA or the equivalent in concurrent enrollment courses per semester.
- Students who fail one or more of their OVCA courses while enrolled in Career Tech will not be approved to participate in Career Tech the following semester.
- Students must provide proof of their enrollment in a Career Tech program before the first 10 days of each semester. Failure to do so will result in cancellation of OVCA's approval to participate and the student will be enrolled in a full course load (6) for the semester with OVCA.

TECHNOLOGY POLICIES & SAFETY

Student Internet Safety

- Students must not reveal on the Internet personal information about themselves or other persons. For example, a student should not reveal his/her name, home address, telephone number, or display photographs of him/herself or others to persons outside of OVCA.
- Students cannot agree to meet anyone in person they have met only on the Internet and who is not affiliated with OVCA. The best way to confirm that a person is a student with OVCA is to meet them at school-sponsored events.

OVCA Bullying Policy

PURPOSE

To address student bullying behavior effectively through a multi-faceted approach that includes education and the promotion of a positive school atmosphere.

The School expressly prohibits any form of bullying behavior by students at school as well as active or passive support for acts of bullying. In addition, the School prohibits bullying behavior by students outside of the regular school day if it causes a substantial and material disruption at school or an interference with rights of students and personnel to be secure.

This includes but is not limited to bullying through electronic communication, whether or not such communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns bullying at school, in any form.

The School Leader or his/her designee will develop a regulation to support and provide specific procedures for implementation of this policy. Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion in accordance with the policies, rules and regulations of the School's Board of Education.

Definitions

"Bullying" means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to

disrupt or interfere with the school's education mission or the education of any student. Bullying includes physical bullying, emotional bullying, social bullying, and/or sexual bullying.

"Physical Bullying" may include harm or threatened harm to another's body or property, including but not limited to, what would reasonably be foreseen as a serious expression of intent to inflict physical harm or property damage through verbal or written speech or gestures directed at the student-victim, when considering the factual circumstances in which the threat was made and the reaction of the intended victim. Common acts include, but are not limited to, tripping, hitting, pushing, pinching, pulling hair, kicking, biting, starting fights, daring others to fight, stealing or destroying property, extortion, assaults with a weapon, other violent acts, and homicide.

"Emotional bullying" may include the intentional infliction of harm to another's self-esteem, including but not limited to insulting or profane remarks, or harassing and frightening statements, when such events are considered in light of the surrounding facts, the history of the students involved, and age, maturity, and special characteristics of the students.

"Social bullying" may include harm to another's group acceptance, including but not limited to, harm resulting from intentionally gossiping about another student or intentionally spreading negative rumors about another student that result in the victim being excluded from a school activity or student group; the intentional planning and/or implementation of acts or statements that inflict public humiliation upon a student; the intentional undermining of current relationships of the victim-student through the spreading of untrue gossip or rumors designed to humiliate or embarrass the student; the use of gossip, rumors or humiliating acts designed to deprive the student of awards, recognition or involvement in school activities; the false or malicious spreading of an untrue statement or statements about another student that exposes the victim to contempt or ridicule or deprives the victim of the confidence and respect of student peers; or the making of false statements to others that the student has committed a crime, or has an infectious, contagious, or loathsome disease, or similar egregious representations.

"Sexual bullying" may include harm to another resulting from, but not limited to, making unwelcome sexual comments about the student, intentionally spreading sexual images, making vulgar, profane, or lewd comments or drawings or graffiti about the victim; directing vulgar, profane, or lewd gestures toward the victim; committing physical acts of a sexual nature at school, including the fondling or touching of private parts of the victim's body; participation in the gossiping or spreading of false rumors about the student's sexual life; written or verbal statements directed at the victim that would reasonably be interpreted as a serious threat to force the victim to commit sexual acts or to sexually assault the victim when considering the factual circumstances in which the threat was made and the reaction of the intended victim; off-campus dating violence by a student that adversely affects the victim's school performance or behavior, attendance, participation in school functions or extracurricular activities, or makes the victim fearful at school of the assaulting bully; or the commission of sexual assault, rape, or homicide. Such conduct may also constitute sexual harassment – also prohibited by the School.

"Cyber bullying" occurs when a student is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another student using the Internet, interactive and digital technologies, or mobile phones. Whether it be in a school related programs, like academic online discussions, Blackboard Collaborate sessions, or non-school related technologies like emails, Snap Chat, Facebook or Twitter.

Student and Staff Education and Training

The School is committed to providing appropriate and relevant training annually to students and staff regarding preventing, identifying, responding to and reporting incidents of bullying.

OVCA takes proactive measures to ensure all parents, students and staff are aware of the bullying policy, bullying prevention initiatives and the consequences of bullying. Annual written notice of the bullying policy will be provided to parents, guardians, staff, volunteers, and students, with age-appropriate language for students. A full copy of this policy will be posted at various locations at the school's physical office, online, in course announcements within the online school platform, and on the OVCA website. The bullying policy will also be included in all student and employee handbooks.

Students and staff will be periodically reminded throughout the year of the availability of this policy, the School's commitment to preventing bullying, and help available for those affected by bullying. Anti-bullying programs will be incorporated into the District's other violence prevention efforts.

All staff will receive annual training regarding preventing, identifying, reporting, and managing bullying. The School's bullying coordinator and individuals designated as investigators will receive additional training regarding appropriate consequences and remedial action for bullies, helping targets of bullies, and the School's strategy for counseling and referral for those affected by bullying. Counselors will hold Class Connect sessions as designed and developed by the State Department of Education for students and parents in preventing, identifying, responding to and reporting incidents of bullying. Counseling groups may also be formed based on student need. The high school principal is responsible for enforcement of the bullying policy.

Students will receive annual education regarding behavioral expectations, understanding bullying and its negative effects, disciplinary consequences for infractions, reporting methods, and consequences for those who knowingly make false reports. Any person who knowingly makes false accusations against another person will be appropriately disciplined pursuant to School policy. Any accusations confirmed to be false will be removed from the falsely-accused student's file. Parents and guardians may participate in a parent education component.

Student Reporting

Students are encouraged to inform school personnel if they are the target of or a witness to bullying. To make a report, students should notify a teacher, counselor, principal, or other school personnel. The employee will give the student an official report form, and will help the student complete the form, if needed. Students may make an anonymous report of bullying, and such report will be investigated as thoroughly as possible.

Staff Reporting

Staff members will encourage students to report bullying. All employees are required to report acts of bullying to the school principal or his/her designee on an official report form.

Any staff member who witnesses, hears about, or has reliable information that would lead a reasonable person to suspect that a student is a target of bullying is required to submit a report.

Bullying Investigators

The School has designated the principal, Head of School or designee to investigate bullying reports. These individuals will be identified in the bullying prevention education provided annually to students and staff. The School's anti-bullying program is coordinated by the District's Safe School Coordinator.

For any alleged incidents of bullying reported to school officials, the principal or Head of School or designee will investigate the alleged incident(s) and determine (i) whether the bullying conduct occurred, (ii) the severity of the incident(s), and (iii) the potential for future violence. In conducting an investigation, the designated official shall interview relevant students and staff and review any documentation of the alleged incident(s). School officials may also work with outside professionals, such as local law enforcement, as deemed appropriate by the investigating official. In the event the investigator believes a criminal act may have been committed or there is a likelihood of violence, the investigator will immediately call local law enforcement. The following outlines the procedure for the investigation of harassment, intimidation, bullying or threatening behavior reported to school officials for the purpose of determining the severity of the incidents and their potential to result in future violence:

1. Any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying shall immediately report it to the principal or a designee of the principal;
2. If the accused is a student of the school, the principal or designee will investigate the accusation and if the accusation is proven true, the school discipline policy will apply. The parent or guardian of both the victim and the perpetrator of documented and verified bullying will be notified with a phone call from the school counselor or school principal within 24 hours of the completion of verification and documentation process. If the parents cannot be reached by phone, an email will be sent requesting a phone conference.

3. Upon the completion of an investigation, OVCA may recommend community mental health care options be provided to the student, if appropriate. This may include information about the types of support services available to the student bully, victim, and any other students affected by the prohibited behavior. Any expenses incurred are the responsibility of the student.
4. OVCA may request the disclosure of any information concerning students who have received mental health care pursuant to sub-section (4) of 70 O.S. § 24-100.2 that indicates an explicit threat to the safety of students or school personnel provided, the disclosure of information does not violate the provisions or requirements of the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, Section 2503 of Title 12 of the Oklahoma Statutes, Section 1376 of Title 59 of Oklahoma Statutes, or any other state or federal laws relating to the disclosure of confidential information.
5. The principal, Head of School or designee will report to law enforcement all documented and verified acts of bullying which may constitute criminal activity or reasonably have the potential to endanger school safety.
6. The principal, Head of School or designee will refer the student who commits an act of bullying to a delinquency and diversion program administered by the Office of Juvenile Affairs.
7. If the accused is NOT a student of the school, the school office will help the victim and their family contact local authorities and/or the resident school district.
8. OVCA reports the number of incidents of bullying to the State Department of Education on an annual basis.

School Discipline Policy for Cyber bullying:

If a student is found guilty of Cyber bullying or if a student is found to have falsely accused another as a means of retaliation, reprisal or as a means of bullying, the following consequences may be applied based on the severity of the infraction:

- First Offense or Minor Infraction: The student will receive a verbal warning. The student and parent will meet via phone with the school counselor and/or school advisor to learn about Cyber bullying.
- Second Offense or Severe Infraction: Repeated offenses or severe infractions will require a meeting with the student, parent, counselor and/or advisor and school administrator. A record of incident will also be placed on student file.
- Third Offense: Expulsion from OVCA.

Monitoring and Compliance

In order to assist the State Department of Education with compliance efforts pursuant to the School Safety and Bullying Prevention Act, 70 OKLA. STAT. § 24-100.2 et seq., the School will identify a bullying coordinator who will serve as the School contact responsible for providing information to the State Board of Education. The bullying coordinator shall maintain updated contact information on file with the State Department of Education and the School will notify the State Department of Education within fifteen (15) days of the appointment of a new bullying coordinator.

A copy of this policy will be submitted to the State Department of Education in December of each school year as part of the School's Annual Performance Report.

The School recognizes that there are many motivations behind the act of bullying, one of which may be for a discriminatory purpose. If the bullying behavior constitutes discriminatory harassment, intimidation or bullying (i.e., it is targeted toward an individual because of race, color, religion, sex, sexual orientation, age, national origin, marital status, veteran status, disability or genetic information), the misconduct is prohibited regarding Discriminatory Harassment, Intimidation and Bullying and is subject to protection.

Retaliation is expressly prohibited against any person who participates in reporting, investigating or addressing any incident of bullying behavior.

Network Etiquette

Students are expected to follow the rules of network etiquette or "netiquette" in all written school correspondence, threaded discussions, and assignments. The word "netiquette" refers to common-sense guidelines for conversing with others online. Students are encouraged to abide by these standards:

- Establish user names and e-mail addresses that are appropriate for the school setting.
- Maintain a single image of themselves in the High School platform, substituting avatar images (e.g. smilies, clip art, etc) when they are uncomfortable uploading actual images of themselves.
- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Avoid using abbreviations or inappropriate contractions. When students type these abbreviations they are telling everyone that they cannot type well enough to use complete words. For example:

Appropriate	Inappropriate
"you"	"u"
"your"	"ur"
"see you later"	"cya"

- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.

- Respect other people’s privacy. Do not broadcast online discussions, and never reveal other people's e-mail addresses.

OVCA retains the right to remove content or files from a Dropbox folder, content from discussions, and profile pictures without advance notice or permission of the user when the content is found to be inappropriate or offensive. Inappropriate or offensive content includes, but is not limited to:

- insults or attacks of any kind against another person,
- obscene, degrading, or profane language,
- harassment (continually posting unwelcome messages to another person) or use of threats,
- material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes “spam” mail, chain e-mail, viruses, or other intentionally destructive content.
- derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.

Monitoring

The School reserves the right to review any material transmitted using School instructional computing resources or posted to an instructional computing resource to determine the appropriateness of such material. OVCA may review this material at any time, with or without notice. E-mail transmitted via OVCA instructional computing resources is not private and may be monitored.

Indemnification Provision

The School assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. The School assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. The School 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 OVCA, its affiliates, or its employees. OVCA assumes no responsibility for damages to the user’s computer system. The School assumes no responsibility for charges received by students or families by their cell phone or mobile providers.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age (“eligible students”) certain rights regarding the student’s education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

To request an inspection and review, the parent or eligible student should submit a written request to the Program Director that identifies the record(s) they wish to inspect. The Program Director makes arrangements for access and notifies the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request an amendment of the student's education records that the parent or eligible student believes is inaccurate.

They should write the Head of School clearly identify 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 notifies the parent or eligible student of the decision and advises them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA allows disclosure without consent.

One exception, which permits the school to disclose information without consent, is when the school discloses information to school officials with legitimate educational interests. A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to 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 Board of Directors of the school; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202-4605

- (5) FERPA requires that the school, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the school may disclose "directory information" without written consent, unless you, the parent or eligible student, have advised the school in writing that you do not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of

directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties. Examples include:

- shipment of computer and school materials to and from student's home,
- entry of student enrollment information into a computer database for use by school officials,
- honor roll or other recognition lists,
- sports activity sheets, such as for wrestling, showing weight and height of team members, and
- school yearbook.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal laws require the school to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents or eligible students have advised the School in writing that they do not want their student's information disclosed without prior written consent.

The school has designated the following information as directory information:

- name
- address
- telephone number
- e-mail address
- photo
- honor roll status
- grade level
- activities and clubs
- awards

If there are certain items the school has chosen to designate as directory information that you do not want disclosed from your child's education records, without your prior written consent, please send an e-mail identifying the information you do not want disclosed, your student's name, and the name of the virtual academy or affiliate school where your student is enrolled to: directoryinformation@k12.com. This e-mail must be sent within 30 days of enrolling in OVCA.

Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English. You may contact the Oklahoma Department of Education at 405.521.3301.

Please note that FERPA rights transfer to a student when the student turns eighteen (18). At that point, the parent must be given access to educational records through the written request of the student.

Internet Subsidy Policy

Not all OVCA families will qualify for the Internet Subsidy, as it is based upon specific criteria. It is a benefit that OVCA elects annually to make available to some families based upon those specific criteria. ISP checks are issued once per year, in June, for the previous school year with OVCA. Students in grades K-12 are eligible for internet subsidies based on enrollment date and compliance with attendance, testing and academic progress requirements. Students in grades K-12 with current Individualized Education Plans (IEP) are eligible to receive an internet subsidy based on enrollment date and compliance with attendance, testing and academic progress requirements.

Families must qualify for Free & Reduced Lunch or have a current IEP and participate in the Online School for ninety (90) calendar days, be enrolled on the last day of the semester, participate in all required standardized testing, and meet at least 90% of the attendance requirement during their enrollment in order to qualify for the ISP supplement.

K-12 students who meet the supplement requirements will be supplemented at the rate of \$12 per eligible month.

ISP Supplement for Summer

Existing families who re-enroll by July 1 and are still enrolled on the last day of the semester will receive internet supplement for the summer months. Newly enrolled families will be eligible for supplement based upon the first day of school and ninety (90) days of compliant attendance.

Families with Two or More Students

Families with two or more students will still only receive one supplement at the rate of \$ 12 per eligible month.

Please be aware that if an ISP check is lost, OVCA does not automatically reissue a check to that family. If a check is lost, parents need to notify the school within 90 days for a replacement to be issued.

Loaner Computer Policy

Families with K-12 students will be offered one computer if they qualify for Free & Reduced Lunch. Exceptions for hardship may be made by the Head of School using the following guiding principles:

1. Medical/health issues
2. Military-related cases of hardship
3. Disability of student or family member
4. Multiple students enrolled with OVCA

Hardship requests must be documented. Hardship exceptions are only valid through the end of the current school year. Families must request a new hardship exception each school year.

OVCA will not replace computers that are intentionally damaged or damaged due to negligence or misuse. Pursuant to the Agreement for Use of Instructional Property, families are solely liable for any loss or damage to the computer until it is returned to K12 and should take proper precautions to protect it. OVCA may require families to pay for lost or damaged computers.

Read the Code

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

Student Code of Conduct and Acceptable Use Guidelines

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

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

Students enrolled in OVCA 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 comply with these guidelines could result in the following:

- removal of student access to OVCA's instructional computing resources, which could result in his/her inability to complete learning activities;
- suspension or expulsion from OVCA; and
- involvement with law enforcement agencies and possible legal action.

Accountability

- Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Students must use only their own user names and passwords, and must not share these with anyone.
- Students must log into Blackboard Collaborate with first name and last initial only.

- Students may not interfere with other users' ability to access the School or disclose anyone's password to others or allow them to use another user's account. Students are responsible for all activity that is associated with their usernames and passwords.
- Students should change their password(s) frequently, at least once per semester or course is encouraged.
- Students must not publicly post their personal contact information (address, phone number, email, identifying usernames, etc.) or anyone else's. This includes but is not limited to posting in chat during ClassConnect, discussion posts, or on shared assignments (i.e. group work).
- Students must not publicly post any messages that were sent to them privately.
- Students must not download, transmit or post material that is intended for personal gain or profit, non-School commercial activities, non-School product advertising, or political lobbying on a School owned instructional computing resource.
- Students may not post any MP3 files, compressed video, or other non-instructional files to any School server.

Inappropriate Behavior

- OVCA retains the right to remove content or files from a Dropbox folder, content from discussions, and profile pictures without advance notice or permission of the user when the content is found to be inappropriate or offensive. Inappropriate or offensive content includes, but is not limited to: insults or attacks of any kind against another person;
- use of obscene, degrading, or profane language;
- harassment (continually posting unwelcome messages to another person) or use of threats;
- material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content; and
- derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues

Student Conduct and Discipline

As a public charter school, the OVCA's students are subject to the discipline policies of the OVCA Board. Given the unique make-up of the virtual school setting, the following issues are clarified:

- "Classroom" does not equate to the home. "School Grounds" will be considered the grounds of any OVCA sponsored event, school office, testing facility and instructional property including computer, materials, printer, and any other resource made available by OVCA.

- Student conduct expectations around appropriate treatment of instructional property apply to the school printer, computer, curriculum, materials and any other resource provided through OVCA. Misuse of hardware or software may be grounds for expulsion from OVCA.
- Students may be removed from OVCA due to disciplinary action, lack of attendance or progress, failure to communicate with the assigned teacher, failure to participate in state- and district-mandated assessments or non-disclosure of an IEP or a combination of issues thereof.
- Students attending school events are subject to the school's dress code.

Threatening behavior, fighting, and inappropriate language will result in the parent/guardian being contacted immediately. No smoking, tobacco in any form, including e-cigarettes, alcohol or illegal substances are permitted at OVCA sponsored events. The student will be removed from the field trip until an authorized adult arrives for pickup and depending on the severity of the situation, the police may become involved immediately. The infraction will be reported to the Head of School for review and possible future exclusion from field trips or expulsion from OVCA. Staff will utilize a 3-Strike Policy and a Zero Tolerance Policy as outlined below:

3-Strike Policy

1. Notification of parent/guardian and documentation of violation as well as an administrative notification.
2. Referral resulting in formal meeting with parent/guardian, student, chaperone(s) and administration.
3. Suspension of participation in OVCA field trips for the remainder of the academic semester (face-to-face field trips, events, and clubs)

The above policy is based on discretion and final decision of Head of School or their designee. At the discretion of administration, steps may be excluded from this policy dependent on the severity of the infraction.

Examples of 3-Strike Infractions:

1. Violation of a school regulation (including Attendance Policies)
2. Inappropriate language or gestures
3. Dress code violations
4. Inappropriate displays of affection
5. Late pick-up of students, missing permission slips and forms required for field trip

This list is not comprehensive, but instead, is simply a sample of behaviors and possible situations.

Zero Tolerance Policy

Situations or behaviors demonstrated by students that are enough to warrant immediate action and/or permanent suspension from current and future activities as may be permitted by law, include but are not limited to:

1. Use or presence of weapons or violence
2. Threatening behavior/language to chaperones, students and the general public

3. Sexually explicit behavior
4. Bullying, including Cyber Bullying
5. Use, presence or influence of alcohol, drugs and/or tobacco
6. Leaving venue/chaperoned area unaccompanied or without permission
7. Stealing or destruction of property
8. Leaving with strangers or individuals without permission

This list is not comprehensive, but instead, is simply a sample of behaviors and possible situations.

OVCA staff and Administration reserves the right to determine the definition of “appropriate” in each individual situation. The action will be determined by administrative review and consultation with the district.

Students are subject to disciplinary action up to and including suspension and expulsion for any single policy violation. Alternatives to suspension and expulsion may be offered by the school as appropriate depending on the circumstances of the violation. The sale of a controlled substance mandates expulsion. School officials are instructed to notify law enforcement regarding suspected violations of this policy and to cooperate with any investigation that may result.

Smoking

The use of tobacco products is prohibited at all times on school grounds, in school vehicles, and at any school-sponsored or school-sanctioned event or activity.

Weapons

A student who uses, possesses, controls, or transfers a weapon, or any other object that can reasonably be considered, or looks like, a weapon at any school sponsored in person event including, but not limited to outings, prom, graduation, academic competitions, and testing shall immediately be expelled from OVCA. The expulsion may, however, be modified by the Head of School or designee on a case-by- case basis and the local criminal justice or juvenile delinquency system will be notified. A “weapon” means (1) possession, use, control or transfer of any firearm, (2) any other object if possessed, used or attempted to be used to cause bodily harm, including but not limited to, knives, brass knuckles, billy clubs, or (3) look-alikes of any of the weapons defined above. Items such as baseball bats, pipes, bottles, locks, sticks, pencils and pens may be considered weapons if used or attempted to be used to cause bodily harm. Self-protecting devices should not be brought to any in-person school sponsored event.

Emergency Removal: School administrators have the authority to immediately exclude a student from school/event in an emergency during which the student’s welfare or the welfare of others may be threatened. Emergency removals will be recorded as excused absences. Emergency removals should not extend beyond the conclusion of the following school day except by agreement of school administration and parent(s).

Upon suspicion that a student has violated the Zero Tolerance Policy and prior to imposing disciplinary sanctions, Head of School, or designee shall provide the student an opportunity for an informal conference. The notice and the conference should be provided in whatever manner is reasonable under the circumstances, including but not limited to personal contact, telephone contact, or written contact. The notice may be given at the beginning of the informal conference. In the event the Head of School or designee determines that a student poses an imminent threat to the learning environment in the school or creates a dangerous and unsafe environment for students, teachers, and/or other school personnel, an immediate suspension may be imposed without a prior informal conference. In such event the opportunity for an informal conference shall be provided as soon as is practical following the suspension.

During the informal conference the student shall be informed in reasonable detail about the basis for possible disciplinary sanctions and the nature of the evidence that exists. The student shall be given a reasonable opportunity to respond verbally or in writing at the discretion of school administration, except that a student should not sign a written statement admitting to a mandatory expulsion offense unless a parent is present or as otherwise allowed by law.

Suspension: Certified staff members designated in writing by Head of School, and other administrators designated by the Head of School, have the authority to suspend students as described in this policy. If the Head of School or designee determines that suspension is warranted, the student may be suspended for a period not to exceed five (5) days except that a student may be suspended for a period not to exceed ten (10) school days for mandatory expulsion offenses. Unless otherwise specified by OVCA Board policy or law, the duration of a student's suspension shall be at the discretion of the Head of School or designee. Reasonable efforts should be made to promptly notify a parent of the suspension and the basis for the suspension. Suspended students may not be readmitted to school until a meeting or other acceptable arrangements occur between the parent and the Head of School or designee. If the parent cannot be contacted or fails to appear for scheduled meetings, the school administration may determine whether the student may be readmitted to school or whether the suspension should be extended. Except when safety concerns exist, the period of suspension should not be extended because such meeting has not taken place.

In some cases, suspended students may be provided the opportunity to remain in school during part or all of the suspension at the discretion of school administration. Alternative to suspension opportunities may include, but are not limited to, having the student and parent complete issue-specific intervention activities, or permitting the parent to attend classes with the student during all or part of the suspension with permission of school administration. If a student and parent are offered and accept the opportunity to participate in alternative to suspension activities, failure to successfully complete such opportunity according to the schedule established by school administration will terminate the alternative to suspension opportunity resulting in the student being required to serve the full suspension as originally assigned, even if the student has already returned to school at that point.

The OVCA Board will delegate to the Head of School the authority to suspend a student for extended periods of time, consistent with law and due process, as set forth below.

If it is determined that an extension of suspension is warranted, the student's parent shall be notified of the basis of the extended suspension.

Suspension Appeals: Appeals of suspensions must be directed to the Head of School within two (2) school days after the suspension is imposed. The decision of the Head of School on appeals of suspensions of five (5) days or less shall be final. Appeals of suspensions of six (6) or more days shall be made within two (2) school days following receipt of the Head of School's decision regarding the appeal, and shall be sent to the OVCA Board President. The decision of the OVCA Board will be final.

Students will continue to serve the number of days of suspension imposed by the administrator during appeal proceedings.

Expulsion: The Head of School (copying the OVCA Board President) will provide written notice of a student's potential expulsion either in person, by United States mail addressed to the last known address of the student or the parent, or electronically (email). The written notice will include the opportunity to request and/or participate in a due process hearing and confirmation of the time, date and location if such hearing has already been scheduled. The notice will contain the following basic information:

- A statement of the allegations leading to the extended suspension and/or potential expulsion;
- A statement of the nature of the evidence supporting the charges;
- A statement offering the student and parent a hearing regarding the potential expulsion or extended suspension;
- A statement that the student may be present at the hearing during the presentation of all information, shall have an opportunity to present relevant information, and may be accompanied and represented by the parent and/or an attorney; and,
- A statement that failure to attend or waiver of the opportunity to participate in such hearing constitutes waiver of further rights in the matter.

Students may be expelled for up to 365 days. Upon expulsion, a student will be withdrawn from school. The principal of the expelling school shall determine what, if any, academic credit may be awarded and under what conditions, for the grading period in progress at the time of the expulsion. Expulsions will be recorded on a student's enrollment and discipline history. Expulsions will not be recorded on a student's academic transcript.

Educational alternatives which may be available to students who are expelled include private or parochial school, or homeschooling.

For students under the age of 17 who are expelled for the remainder of the school year, the parent is responsible for ensuring that the student complies with statutory compulsory attendance requirements.

Due process hearings may be conducted by the Head of School or designee, including contracted hearing officers. The hearings are closed except to participants and witnesses unless otherwise agreed by all parties. Final decisions regarding who may participate in a due process hearing will be made by the Head of School.

Testimony and information will be presented under oath; however, technical rules of evidence will not be applicable and the Head of School or designee may consider and give appropriate weight to such information or evidence as he/she deems appropriate. The student or his/her representative may question individuals presenting information. A sufficient record of the proceedings will be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript will be at the expense of the party requesting the same.

The Head of School will render a written opinion within five (5) working days after the hearing. By mutual agreement between the Head of School or administrative designee and the student or student's representative, time limits and other conditions of this policy may be waived. Appeals of the Head of School's final decision may be submitted for review by the OVCA Board by filing a written notice of appeal for board review within ten (10) days of the notice of Head of School's final decision following the original appeal. Failure to request an appeal within ten (10) days of the receipt of the written decision will result in a waiver of the right to appeal and the Head of Schools' written decision will become final.

The appeal must state specific facts and arguments that support reversal of the expulsion decision on one of the following grounds:

- The Head of Schools' decision is not supported by the facts established at the hearing;
- The student was not afforded procedural due process; or
- The student was expelled in violation of Board policy.

The Head of School or designee may submit a written response to the appeal to the Board and address matters raised in the request for appeal for inclusion in the record to be considered by the Board. If an appeal is timely requested, the Board of Education will review the record and offer the opportunity for representatives of the school and the student to make statements to the Board at a board meeting. No new evidence will be considered unless such evidence was not reasonably discoverable at the time of the hearing. The Board of Education will make a determination as to whether the appeal has merit based on one or more of the grounds. The Board will provide a written decision within five (5) working days of the board meeting.

If the Board agrees with the student's position in the appeal, all school records pertaining to the expulsion will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent/guardian by mail.

Discipline of Students with Disabilities: Except as provided in federal and state law, students with disabilities shall be subject to the Charter School's Conduct and Discipline Code and its policies and procedures governing the discipline of students.

Students with disabilities include those students receiving special education services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, as amended (Section 504).

OPTIMIZING THE OVCA EXPERIENCE

Student Actions to Ensure Success

1. Follow the daily assignments in the announcements section of each course.
2. On the first day of school, make sure you can access all your courses and send/receive email .
3. Set up a time with your advisor for a monthly conference if you are struggling.
4. Log into your courses in the Learning Management System every day and spend 60 minutes in each class reading and completing the daily assigned coursework.
5. Organize yourself each week by determining what you need to complete for each course and setting up a plan to complete the assignments by their deadlines. Use the course tools (Class News, My Plan, Grades) to help set up your personal plan.
6. Check your grade book in the Learning Management System so you are aware of your progress in each course.
7. Log into your account daily to read and respond to email from your teachers and other high school staff.
8. Attend course Office Hours as often as you can to ask questions, discuss course topics, and reinforce online learning.
9. Communicate regularly with your teachers and advisor. Ask questions often!
10. Work with your mentor/parent at home- having a cheerleader or a support system at home helps when the going gets tough!
11. Connect with other students through homeroom, clubs, outings, the online community center, and other activities. Build a support network!

Creating a Calendar

OVCA has provided a suggested calendar based on each class's course syllabus. The calendars are specific to each course and cannot be adjusted to individual paces. To stay on track, students are advised to check this suggested calendar provided for each class and the course announcements daily. Many free calendars are available through websites like Google, but you may have to have a username and email. Some will even sync with smartphones.

Time Management

In an online course, time management is critical to success because most activities can be accomplished asynchronously (this means that the students do not have to be online at the same time as the instructor or other students). As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If your student struggles with time management then he or she should contact their homeroom advisor or counselor for assistance.

A proven way to manage time is to create a schedule of daily activities and stick to it. Below is an example of managing and planning a busy schedule. By incorporating time management techniques, students can be involved in extracurricular activities and still perform well in school.

School Time

Monday	
8:00 – 8:30	Check email
8:30 – 9:30	Art lesson
9:30 - 10:30	Algebra lesson
10:30 – 10:45	Homeroom
10:45 - 11:45	English lesson
11:45 - 12:30	Lunch
12:30 - 1:30	Earth Science lesson
1:30 - 1:45	Break
1:45 - 2:00	Attend English teacher’s office hours
2:00 - 3:00	World History lesson
3:30 - 4:30	Karate class
4:30 - 6:30	Free time, dinner
6:30 – 7:00	Check discussion board postings and responses
7:00 – 8:00	Spanish lesson
8:00 – 10:00	Free time, send email, etc.

High School Clubs / Student Government

K12 hosts International clubs that seek to encourage a positive online environment, where students can relate to one another, explore similarities and differences and develop friendships internationally. Participation is voluntary and clubs are available for all ages and grades.

Local school staff facilitate statewide clubs when a national club is not available and strongly encourage student participation.

Information about clubs can be obtained by emailing the teacher sponsor(s) as well as checking the school announcements/newsletter for updates and activities. emails will be sent to all

students throughout the academic year, providing specific club information including purpose, meeting days and times and sponsor information.

Student government is a peer selected group of student leaders within Oklahoma Virtual Charter Academy. This group is part of the Oklahoma Chapter of student councils, meets monthly as an executive team, and meets monthly to lead OVCA high school students in online assemblies. Students that are part of the executive team will have opportunities to participate in OASC leadership camps and additional OVCA outings to student council events.

Outings

To assist parents in providing social experiences for their students, OVCA hosts monthly regional outings throughout the state. These outings may be attended by any student, regardless of the area in which a family resides. It is OVCA's goal to provide quality and educational outings that also promote a social atmosphere by allowing students to interact with peers and staff.

Parents are responsible for the cost of transportation and any entrance fees associated with optional outings.

The School expects students and parents to dress appropriately when attending outings. If school staff feels as though the student is dressed inappropriately, they will be asked to change into appropriate attire. If that is not possible, the student will not be allowed to participate in the activity. If you are unsure, please bring a change of clothes along or make another selection prior to leaving home.

Examples of inappropriate dress include:

- ➔ Clothing, apparel, or jewelry that by words, signs, pictures, or any other combinations thereof, advocates or promotes sexual activity, violence, death, suicide, or the use of alcohol or drugs, or demeans, degrades, or intimidates another because of race, sex, religious persuasions, national origin, disability, or gang membership.
- ➔ Apparel that reveals or exposes the midriff/lower back or sides of the upper body or torso and/or undergarments.
- ➔ Any clothing that is excessively tight, is of transparent material, see through material, or that is ripped or torn, or has suggestive signs or symbols.
- ➔ Any clothing through which underwear or any type of undergarment may be seen.
- ➔ Spandex, clothing that does not cover backs, clothing that permits viewing of cleavage, halter tops, tank tops with open sides, spaghetti strap tops, and muscle/tank shirts.
- ➔ Spikes, dog chains/chokers, ball bearing chains, wallet chains, or other jewelry that increases the risk for accidents.

OVCA parents and students are expected to conduct themselves appropriately at all optional outings. Prior to entry into each outing, parents must submit the Liability Release Agreement to the faculty on duty.

Student Drivers

Students with a valid driver's license may drive themselves to and from outings and in person events (i.e. state testing) without requesting prior permission from the school, but OVCA is not responsible for law violations, injuries to any party, or damage that may occur. Students planning to ride together to a school function must have their parents send an email to the High School Principal at least 24 hours prior to the event. Permission must be obtained from both the parent of driver and the passenger(s).

Family Directory

Building school community is important at OVCA. One of the tools available to families is the school directory. Families who choose to do so, may have their directory information listed. The family directory is a searchable data base that helps connect OVCA families with others in their area. Please contact your homeroom advisor for more information. Social networking with other K12 families is also available through Facebook. OVCA staff is not routinely involved in all social networking conversations. Please contact your teacher or the principal directly for policy related questions or concerns.

PARENT SECTION

Parent Actions to Help Ensure Student Success

1. OVCA has a wonderful website that provides loads of helpful information regarding getting started, orientation videos, start-up checklists, maintaining equipment, creating a student account, great "how to" tutorials and a list of current and upcoming events. Visit the **Secrets of Success** website: <http://ovca.k12start.com/>
2. Attend an orientation session with a high school teacher, counselor or advisor for a general overview of the high school program. These dates and times may be located in the school calendar and will be forwarded to the students email account.
3. Log into the Learning Management System (LMS) and "My Info" with your child so that you can learn the systems together. Remember, however, that all student work must be done in the student account.
4. Help your student organize and prepare for this virtual setting. Arrange a designated area where the student has space to work. Also make sure that the computer and scanner/printer/fax machine are all in good working order. Help your student create a personal calendar each week to ensure that he or she has a plan to complete those weekly assignments. Monitor your student's organization plan each week until your student has his or her routine in working order and is experiencing academic success.

5. Log into the family “My Info” each day to read email in the Communication Center. Your username and password for “My Info” are the same as your online school username and password.
6. While in the family “My Info” account, check your student’s progress in the grade book of each course. Pay attention to the assignments due that week, any past due assignments, user activity and the course grade to date. Weekly assignments are due by each Sunday at 11:59pm.
7. Plan on spending at least 15 minutes per day with your student to track their progress. This will help your student stay on track and help you stay aware of where your student is on the road to a successful year. The **Secrets of Success** website lists several live online sessions including information on the importance of collaborating with your student and the role of a successful parent/mentor. Visit <http://ovca.k12start.com/> for a list of 15-Minute High School Mentor sessions and additional information regarding “Special Sessions” covering various topics.
8. To gather more information concerning your student’s academic progress, log into the Learning Management System to view your student’s completed work, read the teacher’s feedback, and check for upcoming assessments.
9. Encourage your student to stay in regular communication with his or her teachers and advisors and to attend Class Connect sessions and/or the teacher’s office hours as often as possible.
10. Schedule a proactive conference with your student’s teachers and advisor at least once a semester, or more frequently if necessary, to set goals and to monitor your child’s success.
11. Read email and stay connected by reading newsletters and attending additional sessions hosted by homeroom teachers, club sponsors, advisors, counselor and administrators, when offered.
12. Manage and provide equipment to meet daily technical needs for the student, and troubleshoot any technical difficulties for the student. When technical issues arise that are beyond your scope, please direct all questions to K12 technical support, either by using the dropdown help menu on the OLS, or by calling 1.866.512.2273.
13. Stay Connected: OVCA has a Facebook page at: To Visit OVCA’s “Facebook page visit: <http://www.facebook.com/pages/Oklahoma-Virtual-Charter-Academy-at-K12/183129095080644>. Our pages feature upcoming and past events of both academic-type deadlines and social/community opportunities, tips on having a successful year, ways to get involved, among other announcements and helpful, interesting topics and links. We also have a Cafepress store: <http://www.cafepress.com/ovcaspirtshop>

Checking Student Progress

There are tools within the Learning Management System environment that allow parent/mentors and students to quickly check a student’s work, determine missing assignments, view midterm and final deadlines and grades, and access cumulative reports. Directions for accessing the report information is provided in the “Online Learning Course” assigned to each student.

Concerns

The School staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to solve them. Staff also realizes that parents and students do not always know what to do or where to seek out answers and often give up or become frustrated when problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a problem:

All concerns and issues should first be directed to the student's teacher. (Phone appointments may be set up.) If a teacher cannot resolve the issue (e.g., materials and computer issues) he/she directs the parent/learning coach to the appropriate contact for assistance. The teacher follows up with the family until problem is solved.

If the concern is not resolved at this level, parents/learning coaches are advised to contact the department chair through email.

If you still have questions or concerns, contact the High School Principal, Chris Pitts.

Complaint Response Procedure

The School is dedicated to establishing student/family satisfaction. The following procedure is in place to ensure that designated employees address student/family grievances in a timely manner. The School prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, sexual orientation, gender identity, national origin, or religion.

The student and parent(s), custodian(s) or legal guardian(s), must address in writing any concern or grievance to the Principal. The Principal shall respond within ten (10) working days. Inquiries or complaints related to Title IX can also be reported directly to Angie Foust. All Title IX complaints will be monitored by the Title IX Coordinator regardless of to whom the original report was made.

Angie Foust
PO Box 4490, Nicoma Park, OK 73066
405-259-9478, ext. 2069
afoust@k12.com

If the concern or grievance is not resolved by the Principal, the parent(s), custodian(s) or legal guardian(s) may, within ten (10) working days request in writing a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. He/she shall investigate and respond within ten (10) working days.

If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with OVCA's governing body.

“I Understand” Statements

The purpose of this “I Understand” section is to set expectations for OVCA parents. Student success is a primary goal of OVCA and that can only be achieved if you, the parent, are successful. To be successful it is important that parents of OVCA children understand, and are in agreement with, the following curricular and attendance requirements:

- I understand and agree that I am required to have access to a computer and Internet access at all times during my student’s enrollment in OVCA. I understand that I am responsible for ensuring personal computer repairs are timely addressed, and that alternate locations may need to be temporarily utilized until such repairs are made.
 - I understand and agree that my student is responsible for submitting work on time even if we are experiencing computer difficulties.
 - I understand and agree that **I am enrolling my student in a public school program** and schooling at home is not homeschooling. As such, there are required tests.
 - I understand that by submission of this form I am requesting to enroll my student in a public school with attendance requirements that I am expected to meet. (I accept the responsibility to supervise my student in using the K12 curriculum, and I understand that I am expected to become knowledgeable about it. Any other work accomplished by the student is supplemental to, and not in place of, the K12 curriculum lessons.
 - I understand and agree that student progress is an expected part of OVCA. I understand and agree that I am expected to follow the guidance and support of a professional teacher in implementing the OVCA program with my student.
 - I understand and agree that because OVCA is a public school, students are required to participate in state standardized testing. My child is expected to fully participate in the testing at his/her grade level (if applicable). State testing is required by the Oklahoma State Department of Education and must be monitored by OVCA staff at locations to be determined at a later date. It is my responsibility to ensure my child is able to get to and from the assigned testing locations on time.
 - I understand and agree that OVCA is a full-time public school program, and that my student may not be enrolled in any other full-time or part-time public school, excluding approved concurrent enrollments.
 - I understand my student will need to adhere to the academic integrity policy in which plagiarism is discussed along with consequences for violations. I will read the plagiarism policy with my student(s)
-

RECORDS

Transcripts

Transcripts are a permanent record of a student's cumulative grades attained during high school. They include information regarding courses completed, grades, rank and cumulative grade point average from 9th to 12th grade. If a student earned transcriptable high school grades from a sending school or high school credit in middle school, these will also be recorded. Copies of transcripts are available upon request from either the counselor and/or registrar three weeks after each semester ends.

Student Records

Student records are maintained at the School office. Please contact the office to obtain a copy of student records: 405-259-9478. A copying fee may be assessed. If families change their address, telephone, or place of employment, they must notify their homeroom teacher or the office immediately. Parents are responsible for keeping contact information current within the account setup section of the Learning Management System (LMS).

Appeal of Final Semester Grades and Awarding of Credit

Students and parents may appeal a student's final grade or the school's decision to award credit for a course up to 30 days after the end of a semester. All appeals should be submitted in writing to the principal. Appeals will not be considered later than 30 days after the end of a semester. To begin an appeal, contact the high school principal.

Should a dispute over an assignment grade arise, the student or parent should first contact the teacher. If the issue is not resolved within 3 business days, the student or parent should contact the high school principal.

WITHDRAWALS

If a parent/legal guardian wants chooses to withdraw from OVCA, they he/she should contact their homeroom teacher to begin the withdrawal process. The teacher will discuss with family the reason for withdraw and future schooling options for student. OVCA should be informed of the name and address of the new school that the student will enroll with or the parent/legal

guardian should sign an Intent to Homeschool form. Once the withdrawal has been confirmed, the student's assigned Advisor will complete the withdrawal form including final grades and submit to the Registrar for processing. Due to compulsory attendance laws, the student must immediately enroll in another school or complete the Intent to Homeschool form.

Approximately 1-3 weeks after the withdrawal is processed, you should receive a reclamation package from K12® with directions and shipping tags. Failure to return all school equipment and materials in satisfactory condition may result in a collections issue.

Based on the school-parent expectations agreement, students that do not complete adequate work in a timely manner or engage in two-way communication with OVCA for an extended period of time may be considered by OVCA to be withdrawn as no longer intending to be enrolled at OVCA. OVCA will determine on an individual basis, based on a totality of the circumstances, whether a student will be withdrawn and assigned to the Family Academic Support Team (FAST). FAST will work to contact the student until the student re-engages in OVCA; or, the OVCA registrar receives either a confirmation of enrollment from another public school district, or the parent completes the Intent to Homeschool form.

Health Information

VACCINE INFORMATION STATEMENT

Meningococcal Vaccines

What You Need to Know

Many Vaccine Information Statements are available in Spanish and other languages. See www.imzmnz.org/via

Hojas de información sobre vacunas están disponibles en español y en muchos otros idiomas. Visite www.imzmnz.org/via

1 What is meningococcal disease?

Meningococcal disease is a serious bacterial illness. It is a leading cause of bacterial meningitis in children 2 through 18 years old in the United States. Meningitis is an infection of the covering of the brain and the spinal cord.

Meningococcal disease also causes blood infections.

About 1,000–1,200 people get meningococcal disease each year in the U.S. Even when they are treated with antibiotics, 10–15% of these people die. Of those who live, another 11%–19% lose their arms or legs, have problems with their nervous systems, become deaf, or suffer seizures or strokes.

Anyone can get meningococcal disease. But it is most common in infants less than one year of age and people 16–21 years. Children with certain medical conditions, such as lack of a spleen, have an increased risk of getting meningococcal disease. College freshmen living in dorms are also at increased risk.

Meningococcal infections can be treated with drugs such as penicillin. Still, many people who get the disease die from it, and many others are affected for life. This is why preventing the disease through use of meningococcal vaccine is important for people at highest risk.

2 Meningococcal vaccine

There are two kinds of meningococcal vaccine in the U.S.:

- Meningococcal conjugate vaccine (MCV4) is the preferred vaccine for people 55 years of age and younger.
- Meningococcal polysaccharide vaccine (MPSV4) has been available since the 1970s. It is the only meningococcal vaccine licensed for people older than 55.

Both vaccines can prevent 4 types of meningococcal disease, including 2 of the 3 types most common in the United States and a type that causes epidemics in Africa. There are other types of meningococcal disease; the vaccines do not protect against these.

3 Who should get meningococcal vaccine and when?

Routine vaccination

Two doses of MCV4 are recommended for adolescents 11 through 18 years of age: the first dose at 11 or 12 years of age, with a booster dose at age 16.

Adolescents in this age group with HIV infection should get three doses: 2 doses 2 months apart at 11 or 12 years, plus a booster at age 16.

If the first dose (or series) is given between 13 and 15 years of age, the booster should be given between 16 and 18. If the first dose (or series) is given after the 16th birthday, a booster is not needed.

Other people at increased risk

- College freshmen living in dormitories.
- Laboratory personnel who are routinely exposed to meningococcal bacteria.
- U.S. military recruits.
- Anyone traveling to, or living in, a part of the world where meningococcal disease is common, such as parts of Africa.
- Anyone who has a damaged spleen, or whose spleen has been removed.
- Anyone who has persistent complement component deficiency (an immune system disorder).
- People who might have been exposed to meningitis during an outbreak.

Children between 9 and 23 months of age, and anyone else with certain medical conditions need 2 doses for adequate protection. Ask your doctor about the number and timing of doses, and the need for booster doses.

MCV4 is the preferred vaccine for people in these groups who are 9 months through 55 years of age. MPSV4 can be used for adults older than 55.



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

4 Some people should not get meningococcal vaccine or should wait.

- Anyone who has ever had a severe (life-threatening) allergic reaction to a previous dose of MCV4 or MPSV4 vaccine should not get another dose of either vaccine.
- Anyone who has a severe (life threatening) allergy to any vaccine component should not get the vaccine. *Tell your doctor if you have any severe allergies.*
- Anyone who is moderately or severely ill at the time the shot is scheduled should probably wait until they recover. Ask your doctor. People with a mild illness can usually get the vaccine.
- Meningococcal vaccines may be given to pregnant women. MCV4 is a fairly new vaccine and has not been studied in pregnant women as much as MPSV4 has. It should be used only if clearly needed. The manufacturers of MCV4 maintain pregnancy registries for women who are vaccinated while pregnant.

Except for children with sickle cell disease or without a working spleen, meningococcal vaccines may be given at the same time as other vaccines.

5 What are the risks from meningococcal vaccines?

A vaccine, like any medicine, could possibly cause serious problems, such as severe allergic reactions. The risk of meningococcal vaccine causing serious harm, or death, is extremely small.

Brief fainting spells and related symptoms (such as jerking or seizure-like movements) can follow a vaccination. They happen most often with adolescents, and they can result in falls and injuries. Sitting or lying down for about 15 minutes after getting the shot—especially if you feel faint—can help prevent these injuries.

Mild problems

As many as half the people who get meningococcal vaccines have mild side effects, such as redness or pain where the shot was given.

If these problems occur, they usually last for 1 or 2 days. They are more common after MCV4 than after MPSV4.

A small percentage of people who receive the vaccine develop a mild fever.

Severe problems

Serious allergic reactions, within a few minutes to a few hours of the shot, are very rare.

6 What if there is a serious reaction?

What should I look for?

Look for anything that concerns you, such as signs of a severe allergic reaction, very high fever, or behavior changes.

Signs of a severe allergic reaction can include hives, swelling of the face and throat, difficulty breathing, a fast heartbeat, dizziness, and weakness. These would start a few minutes to a few hours after the vaccination.

What should I do?

- If you think it is a severe allergic reaction or other emergency that can't wait, call 9-1-1 or get the person to the nearest hospital. Otherwise, call your doctor.
- Afterward, the reaction should be reported to the Vaccine Adverse Event Reporting System (VAERS). Your doctor might file this report, or you can do it yourself through the VAERS web site at www.vaers.hhs.gov, or by calling 1-800-822-7967.

VAERS is only for reporting reactions. They do not give medical advice.

7 The National Vaccine Injury Compensation Program

The National Vaccine Injury Compensation Program (VICP) is a federal program that was created to compensate people who may have been injured by certain vaccines.

Persons who believe they may have been injured by a vaccine can learn about the program and about filing a claim by calling 1-800-338-2382 or visiting the VICP website at www.hrsa.gov/vaccinecompensation.

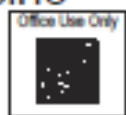
8 How can I learn more?

- Ask your doctor.
- Call your local or state health department.
- Contact the Centers for Disease Control and Prevention (CDC):
 - Call 1-800-232-4636 (1-800-CDC-INFO) or
 - Visit CDC's website at www.cdc.gov/vaccines

Vaccine Information Statement (Interim)
Meningococcal Vaccine

10/14/2011

42 U.S.C. § 300aa-26



GLOSSARY

Asynchronous: Instruction that does not require students and teachers to be in a common place at the same time. Discussion boards are an example of an asynchronous type of instruction.

Blackboard Collaborate: The online synchronous meeting platform where live class instruction and reviews take place for each course.

Class Connect: The Blackboard Collaborate session where live instruction and reviews take place for each course

Head of School: The senior administrator of the school; supervises the principals.

Homeroom Advisor: The students' contact for school-wide issues. The homeroom advisor oversees attendance and provides support to students and families.

K¹²®: OVCA's primary curriculum provider.

Online Platform/ LMS: Learning Management System. The platform used for OVCA courses and instruction.

Mentor: A responsible adult who assists students and monitors their progress.

Office hours: A regular time set by teachers each week during which they are available to answer questions or assist students.

Power Speak: Foreign language curriculum provider

Synchronous: Instruction that requires students and teachers to be in a common location at the same time.

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