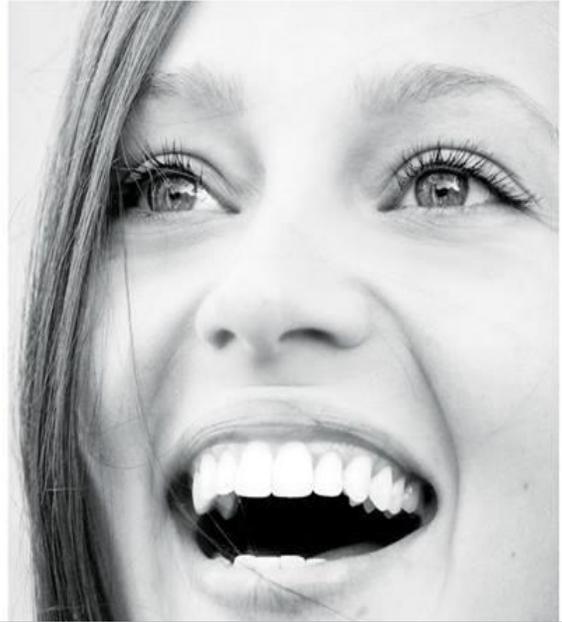


2017-2018



**GREAT BASIN
VIRTUAL
ACADEMY**

PARENT/STUDENT HANDBOOK



*GBVA is focused on every student's
Academic Success through partnerships with families.*

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Great Basin Virtual Academy 2017-2018 SCHOOL CALENDAR

2017/18 White Pine Distance Education Programs GBVA/NVDCA/NVPA

August 2017							September 2017							October 2017							November 2017						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

December 2017							January 2018							February 2018							March 2018						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6					1	2	3					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28				25	26	27	28	29	30	31
31																											

April 2018							May 2018							June 2018							July 2018						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7			1	2	3	4	5						1	2	1	2	3	4	5	6	7
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

Important Dates 2017/18

August 28, 2017	First Day of School	Nov 10, 2017	Veterans Day Observed	Jan 15, 2018	Martin Luther King Day	May 28, 2018	Memorial Day
Sept. 4, 2017	Labor Day	Nov 22-24, 2017	Thanksgiving Break	Jan 19, 2018	End of Semester 1	June 5, 2018	Last Day of School
Oct. 9, 2017	Columbus Day	Dec 25-Jan 5	Winter Break	Feb 19, 2018	Presidents' Day		
Oct. 27, 2017	Nevada Day	Jan 1, 2018	New Year's Day	April 2-6	Spring Break		

Introduction

This Student Handbook sets forth general guidance for Learning Coaches/parents and students enrolled in the Great Basin Virtual Academy (GBVA).

Learning Coach

Each student at GBVA is required to have a designated learning coach. This can be a parent, or other responsible adult, that will work closely with the assigned GBVA teacher(s). The Learning Coach helps facilitate progress through the daily lessons and works to modify the pace and schedule according to the student's individual needs. The Learning Coach designee is assigned during the enrollment process, but can be later changed if needed. Please contact your Homeroom Teacher if a change is needed. For purposes of clarification, the term Learning Coach will be referenced in this manual from this point forward when referring to the adult working with the student at home.

Homeroom Teacher

All GBVA students are assigned a certified homeroom teacher. The homeroom teacher is your first point of contact for questions, school policy, and student services referrals.

Review Teacher Credentials

Parents and Learning Coaches may review Great Basin Virtual Academy teacher credentials by accessing the following Nevada state website: <http://nvteachersearch.doe.nv.gov/>.

State Standardized Testing

GBVA must notify students and Learning Coaches of mandatory state testing requirements. GBVA students are required to participate in the state-mandated academic assessments. The testing window for standardized testing is determined by the Nevada Department of Education and will be listed on the school calendar as soon as it is posted from the Nevada Department of Education. Specific testing days and locations are distributed closer to the actual testing window.

These tests are administered by a GBVA teacher or administrator. The assessment tools provide useful information to Learning Coaches and teachers about their students' academic progress. The performance of GBVA students on the state-mandated assessments are also an integral part of assessing the success of the virtual school program.

Family Academic Support Team (FAST)

GBVA's Family Academic Support Team (FAST) welcomes and provides ongoing support to families through strength-based and proactive interventions. New families, and previously enrolled families, will receive a week-long orientation to online schooling with GBVA through our Strong Start program. During the Strong Start week, families will, among other things, be familiarized with the learning platform and other programs used, explore learning and motivational strategies, identify enrichment for at-home learning, become adept at logging attendance and progress, develop and maintain a school schedule, and practice planning techniques in small group and one-on-one meetings with a FAST member.

GBVA will also utilize FAST to assist families in achieving and maintaining compliancy for those needing an additional layer of support through a tiered intervention process.

Step/Tier 1

Prior to determining non-compliance, the teacher will communicate concerns with the parent/learning coach/mentor by Email and/or phone. The teacher will make every effort to support the parent/learning coach's needs and to clearly and concisely communicate the policies, expectations, and compliancy factors for students and parents as outlined in the GBVA Student/Parent Handbook. Teachers will also refer to the goals established during the student's ILP goal-setting conference. GBVA may require face-to-face assessments with the student at a neutral location to help determine needs. The teacher will Email and email an "Action Required" letter to the learning coach, outlining areas of specific compliancy to address. The learning coach will be expected to respond as requested to the letter within 24 hours during which the teacher and learning coach will conference to ensure that the learning coach is aware of school policies, strategies to practice, and the next step in the process.

Step/Tier 2

When a teacher makes the determination that a parent/learning coach/student is non-compliant (including, but not limited to, not meeting expectations pertaining to daily and/or class connect attendance and participation, work sample submission, progress, communication, conferences, etc.), the teacher will refer the family to the Family Academic Support Team (FAST) for the Tier 2 level of support.

Families are expected to work closely with the FAST Member as well as their student's teacher. The FAST member and teacher will work closely to develop a Back on Track (BOT) plan which outlines the specific actions required by the student and learning coach to maintain compliance and become successful with the goal of academic achievement. The FAST will contact the family to discuss the BOT plan. The FAST member will monitor compliancy issues and will follow up with the family by phone or online meeting every week or more often, as needed. The family will remain in this tier of support for a minimum of 20 school days unless more intensive intervention is deemed necessary by the support team based on the ability of the family to follow the BOT plan consistently. If a family successfully follows the BOT plan for a minimum of 20 school days, they can move out of Tier 2 and out of FAST support. However, the support team can determine to keep the family in Tier 2 longer than 20 school days if they determine that the family needs additional support. If a family does not comply with the BOT plan, they may be moved into Tier 3 at any point in the process.

Step/Tier 3

If the family is unable to resolve or sufficiently address the non-compliant issue(s) within Tier 2, the family will move into Tier 3 of the FAST intervention process where the family begins to accrue family engagement points (FEPs) based on continued non-compliance with the BOT. Upon arrival in Tier 3, the teacher will send the parent the non-compliance form #1 by both Email and U.S. mail. A copy of the non-compliance form will be sent to the GBVA administration and a copy of the non-compliance report will be placed in the student's permanent record folder. Parent/learning coach should follow instructions regarding non-compliance notice to address areas of concern. This will include an online conference with the parent/learning coach, FAST member, teacher, and/or Academic Lead to notify the family of the Tier 3 status and explain expectations while reviewing the updated BOT and an explanation of Family Engagement Points (FEPs). The FAST member will assign points to the family based on compliance with the BOT plan. If the student maintains compliancy pertaining to the BOT plan, the family will remain in Tier 3 for a minimum of 20 days or longer if the determination is made by the GBVA teacher, FAST member, or administration. If a family continues to accrue points, the teacher will send non-compliance form #2 to the parent/learning coach and GBVA administration once 10 FEPs have been accrued. The GBVA administration will then contact the parent/learning coach to

inform the parent that failure to address the concerns in the manner designated will result in the reevaluation of student's participation at GBVA. At this point, the parent/learning coach and student(s) may be required to attend family training sessions. The FAST member, along with the teacher(s), will continue to monitor the family's progress on the BOT plan for a minimum of 20 school days, unless the family moves to Tier 4 due to accruing 10 or more FEPs. After 20 school days in Tier 3, the support team will determine whether to keep the student in Tier 3 or move to Tier 4.

Step/Tier 4

When a student moves into Tier 4, the teacher will submit non-compliance form # 3 to the GBVA administration. The GBVA administration, teacher(s), and FAST member will now determine if the student will be allowed to remain enrolled. The GBVA administration will send a letter and copy of the noncompliance report to the parent via certified-mail notifying the parent of the status. If it is determined that the student is being removed from GBVA, a copy of the letter and non-compliance report will be placed in the student's file as part of their permanent school record and the student may not be eligible for re-enrollment at a later date. The GBVA administration will conduct a final conference to notify the parent/learning coach that the student is being removed from GBVA and inform the parent of his/her legal obligation to enroll his/her student(s) in the local public school, private school, or notify the district of his/her intent to home-school, per state requirements.

GBVA administration will notify the student's local district, K12, and state registrars. If the family cannot be contacted, GBVA administration will send the parent a Notification of Withdrawal letter via certified mail notifying the parent of the student's withdrawal. In the event that the student remains enrolled, the FAST member will maintain daily contact with the family while monitoring the progress on the updated BOT plan. Failure to maintain compliance at any time in Tier 4 may result in withdrawal. Additional examples that could result in withdrawal include inappropriate language/behavior to other students/staff, not attending state testing, or other situations warranting immediate action.

Throughout all steps in the tiered, non-compliance process, the family will be expected to maintain consistent contact through email, phone, and online sessions with the teacher, FAST member, and other GBVA staff and attend all live class sessions and assigned conferences. At any point during the intervention process, when contact attempts have been made with no response from the parent/learning coach within 24 hours, the FAST member will send a no contact letter to the family that non-compliance has begun and the family will receive non-compliance form #1. The FAST and the teacher may choose to allow the family to remain in any level of the tiered intervention process for longer than the 20 school day minimum if progress is being made. The school may also accelerate the family into higher levels of support (tiers) before each 20 day minimum at any time further support is deemed necessary. Students re-entering referral status within the same school year enter the referral process at the Tier 3 level of support.

FAST Help Room

The family academic support team offers a virtual help room for families needing immediate assistance with learning how to school with GBVA or to work the Online School program. This virtual help room will be staffed with a Family Academic Support Liaison (FASL) Monday – Thursday from 8 am to 9 am.

Strong Start Website

New and Existing Families can find support for starting up, technical support, school calendars, current outings and events for GBVA at K12's Strong Start website:

Attendance

Nevada requires all public schools offer a minimum of one-hundred-eighty (180) days of instruction between. Additionally, statute requires a minimum number of instructional hours by grade level.

Attendance and Progress

Attendance entered in the OLS must reflect the progress of lessons completed in the OLS courses. If attendance does not match the progress, teachers have the option of removing the extra attendance not validated by completed OLS lessons. This deletion of hours can put the student in jeopardy of becoming 10 consecutive days absent.

Excessive Absenteeism

As a public school, Great Basin Virtual Academy is required to monitor student attendance in accordance with all applicable statutes and State Board of Education Rules. An GBVA student is considered excessively absent if, without a legitimate excuse, no attendance is logged for 10 consecutive school days or at a rate that equates to 10% of the semester or school year.

GBVA employs an Attendance Clerk to monitor student attendance. The clerk notifies families via an autodialer phone system and Email when a student is in danger of being expelled due to excessive absenteeism.

1. K-8 teachers will send an Email or conduct a phone conference informing Learning Coaches that their student is in danger of being absent for 10 or more days or if the attendance equates to 10% of the school year.
2. Failure to respond to teacher within 24 hours and/or failure to make up missing days and hours could result in student being withdrawn due to truancy or excessive absenteeism. Should this happen, a letter is sent to the Learning Coach via e-mail and certified mail that notifies the Learning Coach regarding the action taken by the school.

Absences

Students must meet the required attendance hours cumulatively by the end of each week, month, and school year. Should a circumstance occur that requires an absence that cannot be made up within the school week; Learning Coaches will contact their homeroom teacher for guidance.

Withdrawing Students

Learning Coaches of students who are withdrawing from the Great Basin Virtual Academy must contact their GBVA teacher and notify him/her of their desire to withdraw. The school will contact Learning Coaches to schedule an exit interview and to arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

Online School (OLS)

The Online School is designed to collect and record data that substantiates the academic progress of GBVA students. Therefore, it is mandatory that the Online School be used to enter attendance and assessment data that reflects the standing of the student.

Introduction to Online Learning

Families new to GBVA are required to participate in a K¹²® course entitled Introduction to Online Learning. This course will appear in the student's daily plan in the Online School and will be the first course that the Learning Coach and the student complete together. The course is intended to be completed either before the first day of school or during the first three days of enrollment. During this time the Learning Coach and student will:

- Receive instructions about how to best use the Online School (OLS).
- Review daily attendance and login requirements.
- Learn how to use the synchronous instructional tools.
- Participate in diagnostic assessments.
- Receive an introduction to all courses.
- Get directions on communicating with the teacher via our internal email system.

Learning Coach Account

Under no circumstances should the student be given the Learning Coach login information or allowed to access the OLS using the Adult Login. Teachers who suspect a student has gained access to the OLS via the Adult Login will immediately notify the Learning Coach. If the teacher is unable to make contact with the Learning Coach, the teacher may reset the password and user name of the learning coach account.

Student Account

Creating a student account is recommended for all K-5th grade students, as this allows students to log into their live classrooms with their own name. The student account prevents student access to components of the OLS intended for the learning coach (answer keys, assessments, and other planning sections). GBVA **requires** students in grades 3-5 to have a student account that is separate from the Learning Coach login. For students in 3rd grade and above: foreign language courses can only be accessed through the student account login.

Objectionable Materials Policy

There may be times a Learning Coach finds certain lessons, books or materials objectionable for various reasons. Teachers will work with Learning Coaches to find alternative lessons to meet the lesson objectives. The assessment for the lesson must be completed to show that the objectives have been met. Entire courses may not be substituted.

School Property

GBVA provides books and other curricular supplies. These materials are school property and must be kept in good condition. Learning Coaches are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is available in the OLS. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted and unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school. Learning Coaches are to comply with this policy and all the terms and conditions of the *Agreement for Use of Instructional Property* submitted with enrollment materials.

Academic Responsibility Policy

Great Basin Virtual Academy is a public online school accountable to state and federal education requirements. The academic program includes support for all students to achieve proficiency with grade level academic standards. Students who do not demonstrate proficiency with grade level standards are required to

actively attend and participate in assigned instructional sessions as designated by an GBVA Highly Qualified teacher. Failure to attend and participate in instructional sessions designed to address a gap in achievement, may result in academic probation and progressive discipline.

Definitions:

- Grade level: K-8
- Grade level proficiency: Assessment of student proficiency may be determined using one or more of the following academic indicators: MAPS; Brigance; AIMS assessment history; course progress; school-based diagnostic assessments; DIBELS; work sample submissions; interim assessments; additional teacher designed standards-based assessments.
- Instructional sessions: Instruction will take place in Blackboard on a regular, recurring basis each week. Required number of sessions will be listed on the Individual Learning Plans. The Highly Qualified teacher will determine instructional goals, weekly instructional time, and criteria to demonstrate proficiency based on student data.
- Required attendance: Students are required to attend instructional sessions as assigned. Learning Coaches and students will be notified by Email of the required class sessions and accompanying instructional goal(s). Required sessions will appear on student's online school account.
- Active Participation: Students are required to join live class sessions on time and consistently. Students must engage with the academic content and the teacher by use of the dialog box and/or microphone and/or whiteboard as appropriate within the lesson. Active participation is a requirement for positive attendance marks.

Procedures:

- Teachers will review academic indicators to determine needed support to meet Great Basin's academic standards.
- Instructional groups will be formed based on student data. Instructional goals, instructional time, and assessments to measure progress will be determined.
- Teachers will notify the Learning Coach and student of required instructional sessions.
- Teachers will provide instruction, conduct assessments, and document academic progress.
- This process will repeat as needed to ensure students achieve proficiency with grade level standards.

Student Learning Expectations & Grading Policies

Individualized Learning Plan (ILP)

Homeroom teachers and case managers will provide all students their progress goals in the form of an Individualized Learning Plan (ILP). An ILP is a written plan that defines the goals, academic needs and strengths of each student based upon data, and strategies that will assist the student in reaching their goals. All parties, or champions, involved with supporting the student can use the ILP to focus instruction and enhance student achievement. The ILP team consists of Teacher(s), Parent/Learning Coach, student and any other applicable staff members. An ILP is a fluid document that evolves throughout the school year as the student grows, discovers and learns.

Gradebook

GBVA uses the Engrade gradebooks to provide students and their Learning Coaches a 24/7 live view of their weighted grades. Students and Learning Coaches can access their gradebook through the online learning

school. Courses in this gradebook are managed by homeroom teachers. If there are any errors or questions about posted grades, please contact the homeroom teacher directly.

Report Cards Grades K – 5th

For each grading period, the letter grade is based on the weighted grading scale below. Students' grades are based on Online School (OLS) progress completed, assessment scores of online lessons, monthly work samples, and for quarterly interim assessments. Students who do not complete monthly work samples and/or interim assessments will be placed on Academic Probation. Report cards are sent at the end of each quarter.

Final Grade Breakdown- 3rd, 4th, 5th Grade				
Course	OLS Progress	Classwork	Homework	Interim Assessments
Math	40%	20%	20%	20%
Literature	40%	20%	20%	20%
Language Skills (Composition)	40%	20%	20%	20%
History	100%			
Science	100%			
Elective	100%			
3-5th Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%				
Final Grade Breakdown- Kinder, 1st, 2nd Grade				
Course	OLS Progress	Classwork	Homework	Interim Assessments
Math	40%	20%	20%	20%
Phonics (reading)	40%	20%	20%	20%
Language Skills (writing)	40%	20%	20%	20%
History	100%			
Science	100%			
Elective	100%			
K-2nd Grading Scale: E= 90-100%, M = 72-89%, D = 65-71%, AC = 0-64%				

K-2 Grade Indicator Explanations:

E=Exceeding Expectations (90-100%)

Earning an E indicates that the student does excellent above average work, achieves mastery of the course objectives and learning outcomes, consistently produces high quality work demonstrating skill and thoroughness; and the student consistently applies knowledge gained to new situations.

M=Meeting Expectations (72-89%)

Earning an M indicates that the student does average work, achieves mastery of most of the course objectives and learning outcomes; produces average work demonstrating skill and awareness and the student is able to apply knowledge gained to many new situations.

D=Developing (65-71%)

Earning a D indicates that the student is developing skill, and showing slower growth, just below what is expected. The student achieves mastery of some of the course objectives and learning outcomes; produces below average work demonstrating some skill and awareness, and the student is able to apply some knowledge gained to new situations. Additional attention is needed to bring the student up to mastery of grade level standards.

AC=Area of Concern (64% and below)

Earning an AC indicates that the student does below average work and is not making adequate progress toward mastering the course objectives and learning outcomes. Additional attention is needed to bring the student up to mastery of grade level standards.

Honor Roll

Honor Roll recognizes students for their hard work and provides an incentive to continue working diligently. Honor Roll status will be determined by teachers at the end of each quarter using the criteria below. Students will receive recognition after honor roll eligibility is determined.

- Cumulative grade average of 85%, with no grade lower than a “B” or “M”
- Attendance at or above expected hours
- All work samples submitted on-time and meet the required objectives
- All interim assessments completed on-time
- No Academic Probation warnings or plan initiated
- No Student Conduct Notices issued

OLS (Online School) Progress

OLS progress is based on the percentage of mastery of lessons and assessments in the OLS. OLS progress is calculated by percent of student’s progress to required goals as listed in ILP and is pro-rated to the student’s school start date. Students are expected to complete 25% of the curriculum in every course each quarter. This will count as 40% of the student’s total grade. Failure to complete adequate progress in the OLS curriculum can result in lower grades and Academic Probation.

Work Samples

All students are required to regularly submit assignments as determined by each grade level. All submitted work will be evaluated by the student’s homeroom teacher. Assignments must be submitted by the due date and meet the objectives to earn full credit. Late or unsatisfactory assignments will affect a student’s grade. Assignments received 10 or more days after the due date will receive a grade of 0%, but are required for end of year promotion eligibility. Teacher graded assignments provide teachers with valuable information about student abilities and comprehension of the curriculum. This will count as 20% of the student’s total grade. Failure to complete work samples on time can result in lower grades and Academic Probation.

Interim Assessments

All students in Kindergarten through 8th grade are **required** to complete interim assessments in Reading, Writing, and Math. These assessments are standards-based and give teachers and Learning Coaches the data they need to monitor student progress and guide instruction. These will be assigned periodically throughout the year. These assessments will be graded, and will be 20% of each student’s total calculated grade. Failure to complete interim assessments on time can result in lower grades and Academic Probation.

Homework

An integral part of success within the on-line platform is successful completion of teacher generated assignments. These homework assignments, completed outside of class time, provide students with extra practice on concepts, learning coaches the opportunity to experience student growth and teachers a

checkpoint into their progress within courses. Failure to regularly complete homework assignments on time can result in lower grades and Academic Probation.

Communication

Consistent and cooperative communication provides a vital link between GBVA teachers, Learning Coaches, and students. All must work together as a team to maintain positive and open lines of communication. Students are an important part of this team as well. Teachers are available daily via email, telephone, or in scheduled Open Lab class connect sessions. Teachers will respond to phone or email communications within 24 hours during the school week.

Email

GBVA's internal email communication system is the primary communication platform for teachers, students, Learning Coaches, and administration. The majority of information needing to be communicated to GBVA families will be sent via Email. Often, the information is time-sensitive and many items require a specific response.

Conferences

Learning Coaches and students are required to participate in conference calls with their homeroom teacher. All conferences take place either via telephone or in live virtual classrooms. If the scheduled conference appointment needs to be changed, the Learning Coach must notify his/her teacher(s) in advance and make arrangements to reschedule the conference. Students are required to attend all conferences unless the teacher specifies the student not be present.

Academic Integrity & Academic Probation

GBVA makes every effort to work with all students to be successful in their courses. GBVA has designed the following policies in Academic Integrity to ensure students are making satisfactory and valid academic progress towards promotion.

False Attendance and/or Progress Policy

The State of Nevada, when issuing public funds to GBVA, does so in good faith that enrolled students are in fact making regular and appropriate academic progress. The Online School is designed to collect and record data that substantiates the academic progress of GBVA students.

Examples of false attendance and/or progress can be, but are not limited to:

- Entering progress and/or lesson assessments for work not actually completed.
 - Not completing written work in provided K12 materials.
 - Progress that does not match attendance. Attendance should reflect work completed in OLS.
 - Students using the Learning Coach's account to access the OLS curriculum, lessons, assessments, unit assessments, and Email or any other OLS component.
 - Student has taken the same assessment multiple times within a short time frame in order to retrieve correct answers from OLS "Review" option.
 - There is a difference between work sample quality, interim assessment grades, and OLS progress. The student is failing the work samples and /or interim assessments, but mastering all OLS lessons with 80% or above. If a student is mastering a concept they should be able to duplicate this mastery on work samples and/or interim assessments.
-

- Mass amounts of lessons being marked complete in a day (10 or more) with or without assessment mastery. Student is moving very quickly through lessons and mastery cannot be verified.
- Student is not following chronological listed order of lessons.
- Student is not completing mid-unit assessments and unit assessments before moving to the next unit.
- Progress and/or attendance logged under suspicious circumstance require verification. If this cannot be verified in a timely manner; progress and/or attendance will be removed by the teacher or designated administrator.

Missed Required Class Connect Sessions Policy

Students demonstrating academic concerns in any content area will be required to attend live instructional classes. Teachers will provide students with a schedule of required sessions. Failure to attend required sessions may lead to Academic Probation.

Missing or Incomplete Work Sample Policy

Classwork assignments must be submitted by the due date and meet the objectives to earn full credit. Unsatisfactory assignments will be returned to student to be redone. Late assignments received 10 or more days after the due date will receive a grade of 0%, but are still required for end of year promotion eligibility. Classwork counts as 20% of the student's total grade. Failure to complete the assignments may result in Academic Probation.

Incomplete Interim Assessment Policy

Interim Assessments ensure that students are meeting state standards for education and provide teachers an opportunity to guide instruction based on student academic needs. Failure to complete interim assessments will result in Academic Probation.

Plagiarism Policy

The definition of plagiarism is: copying or imitating the language, ideas, and thoughts of another writer and passing them off as the student's original work. Students who submit plagiarized work will be required to complete Plagiarism Training with their Learning Coach. Plagiarized work will not be accepted for credit and must be resubmitted.

Examples of plagiarism can be, but are not limited to:

- Copying or rephrasing another student's work.
- Taking material from Internet sources and using it as your own, even if some words are changed.
- Having someone other than the student write an assignment.
- Direct or indirect reproduction of student aids, critical sources, or reference materials in part or in whole without citing sources.

Non-Compliance with Communication Policy

GBVA has the responsibility as a public school to ensure that enrolled students are learning. This is achieved through communication between teachers, administrators, Learning Coaches and students. Learning Coaches and students are required to stay in communication with teachers through conferences; phone, email, and class connect sessions. Failure to stay in communication with the student's homeroom teacher will result in Academic probation.

Academic Probation

Students who are non-compliant with any of the Academic Integrity policies above will be placed on an Academic Probation plan per teacher and administrative discretion. The plan will be evaluated weekly during Academic probation conferences held with the teacher.

Procedure:

- **Step One: Warning:** Teacher will contact Learning Coach and student to review concerns and provide the strategies needed to meet program requirements.
- **Step Two: Academic Probation Plan & Conference:** If after warning conference the student is noncompliant with Academic Integrity Policies he/she will be placed on a 30-day Academic Probation Plan. The teacher, student and parent will be involved in the Academic Probation initiation conference.
- **Step Three: Academic Probation Plan Compliance:** Teacher will monitor plan weekly until set end date. If student is not improving and remains non-compliant and/or Learning Coach does not attend weekly check-ins, a final conference with student, parent, teacher and administrator will be held to determine the appropriate placement for the student.

GBVA Outings and Clubs

To assist Learning Coaches in providing social experiences for their students, GBVA hosts regional outings throughout the state. These outings may be attended by any student, regardless of area in which a family resides. It is the goal of GBVA's staff and administration to provide quality and educational outings that also promote a social atmosphere. Learning Coaches can also organize and host outings. GBVA outings are posted on the school's website.

K12 and GBVA teachers facilitate clubs in which students may participate. Learning Coaches can also host clubs. Clubs meet "on-line" and/or at specific locations throughout the state. GBVA club meetings are posted on the school's website.

Student Services

GBVA is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). The GBVA special education manager assists Learning Coaches in accessing and coordinating services pursuant to a current Individualized Education Plan. Learning Coaches must indicate that their student has an Individualized Education Plan on their enrollment form.

Child Find

The intent of Child Find is that all students from birth through age 21 with delays or disabilities are identified, located and evaluated to receive the supports and services they need.

Public schools and the Great Basin Early Intervention Program are responsible for "finding" eligible students and providing services needed for them to reach their developmental milestones or meet their educational needs.

When students are "found", they are referred to a specialist to screen their development. The screening helps "identify" any areas of concern that need to be evaluated further. In order to receive early intervention or special education services, a student must be evaluated to confirm they have a delay or disability that falls under state definitions.

If needed, the student is evaluated using state criteria for specific delays or disabilities. Supports may include:

- Early intervention supports and services assist families of children who are eligible by helping children ages birth to three years develop to their full potential.
- Special education services for school-aged students in kindergarten through the age of 21 provide specialized instruction and services to assist students in the educational environment.

Multi-Tiered System of Supports (MTSS)

GBVA uses Multi-Tiered System of Supports (MTSS) school-wide as a first level support, to assist in the identification of educational needs within the Child Find process, and to provide scientifically based interventions for struggling students.

The MTSS process is a three-tiered approach to providing services and interventions to students who struggle with learning. MTSS provides interventions in increasing levels of intensity based on progress monitoring and data analysis. This process assists in documenting that interventions in the regular classroom (whether an ISP or not) have been implemented and whether these interventions meet the student's educational needs. Documentation that the classroom intervention cannot meet the student's needs is a necessary requirement in determining whether the student may require special education programs and services. When all reasonable alternatives have been tried and are not sufficient, a referral to special education should be initiated for special education evaluation. The purpose of this process is to ensure early intervention with a struggling learner using a multi-tiered model.

Learning Coaches that believe their student has a learning problem should discuss options with their teacher(s).

Special Education

Special education services are available to students identified with a disability by a multi-disciplinary team. A multi-disciplinary team consists of teachers, the Learning Coach/guardian and oftentimes a school psychologist, therapist and the student. GBVA follows the requirements of IDEA and the laws of Nevada.

Documentation of the disability must be provided, such as medical records, prior educational records, and/or a psychological evaluation. 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. We offer a continuum of services that may include: consultation, resource, direct instruction, and self-contained. All Special Education services are provided virtually.

Students with an IEP are expected to attend all sessions held by their Case Manager and Special Education Instructor(s) as noted in Class Connect schedule.

What to expect:

- Every special education student will be assigned a Case Manager along with content instructor(s) as outlined in their IEP.
 - The special education teacher provides the Learning Coach assistance to modify and adapt the learning environment and curriculum paths for success.
 - The special education teacher will provide a progress report at the end of each semester noting the progress on the student's IEP goals.
-

Related Services

Related services may include occupational therapy, speech and language therapy and physical therapy. These services, placement, and goals are determined by the IEP team. Related services will be provided virtually in most cases. Face to face therapy is an option in some cases and requires travel to a facility for the therapy. Face to face therapy will not be provided in the home. Related services are provided by independent contractors across the state of Nevada.

504 Accommodation Plan

This is a plan to assist the student with their day-to-day learning challenges that are a result of their medical or mental disability. The plan gives the Learning Coach and student the ability to apply accommodations that a regular education student may not be able to apply.

Possible disabilities that can be accommodated by a 504 plan are allergies, ADHD, cancer, epilepsy, eating disorder, diabetes, juvenile arthritis, vision impairment, hearing impairment, bi-polar, residual effects of an injury. There are many physical or mental disability qualifiers. Learning Coaches who feel their students should be on a 504 plan should contact their homeroom teacher to discuss options.

McKinney Vento

The McKinney Vento Act of 1987 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. Under the Act, schools are prohibited from delaying a homeless child's entry into school due to delays in obtaining school records. Rules regarding guardianship must be waived for homeless students living with foster Learning Coaches or relatives other than their legal guardians.

The Great Basin Virtual Academy can offer school supplies to qualifying homeless youth. Determinations of qualifying students are made on a case-by-case basis.

Learning Coaches may review the Great Basin Virtual Academy's Admission of Homeless Children and Youth policy by calling the school office.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) provides Learning Coaches 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 Learning Coach or eligible student should submit a written request to the Operations Manager that identifies the record (s) they wish to inspect. The Operations Manager makes arrangements for access and notifies the Learning Coach 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 Learning Coach or eligible

student believes are inaccurate. Learning Coaches or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the Operations Manager, 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 Learning Coach or eligible student, the School notifies the Learning Coach or eligible student of the decision and advises him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the Learning Coach 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 that 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 Learning Coach 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 Learning Coach'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, the Learning Coach or eligible student, have advised the School in writing that he/she does 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 Learning Coach's prior written consent. In addition, federal laws requires the School to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless Learning Coaches 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, athletic information, honor roll status, grade level, activities and clubs, and awards.

Student Records

Student records are maintained at the GBVA office. Learning Coaches/parents and/or guardians may contact the GBVA office to obtain a copy of student records. A copying fee may be assessed. If Learning Coaches/parents and/or guardians change their address, telephone number, e-mail address, or place of employment, they are asked to notify their teacher immediately. Learning Coaches are responsible for keeping contact information current with their homeroom teacher(s) and in the My Account section of the OLS.

Student Code of Conduct

GBVA students are subject to the rules and restrictions implemented by the Student Code of Conduct: Acceptable Use Guidelines for the Internet. Students enrolled in GBVA 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.

Acceptable Use Guidelines for the Internet:

- Posting anonymous messages online 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 may not interfere with other users' ability to access GBVA 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 is encouraged.
- Students must not publicly post their personal contact information (address and phone number) or anyone else's.
- Students must not publicly post any messages that were sent to them privately.
- Students are not allowed to download, transmit or post material that is intended for personal gain or profit, non-GBVA commercial activities, non-GBVA product advertising, or political lobbying on an GBVA owned instructional computing resource.
- Students may not use GBVA instructional computing resources to sell or purchase any illegal items or substances.
- It is not allowed to upload or post any software on GBVA instructional computing resources that are not specifically required and approved for student assignments.

Inappropriate Behavior:

- 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.
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.

GBVA reserves the right to review any material transmitted using GBVA instructional computing resources or

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

GBVA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. GBVA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. GBVA 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 GBVA, its affiliates, or its employees. GBVA assumes no responsibility for damages to the user's computer system.

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

Violation Consequences:

- Removal of student access to GBVA instructional computing resources, which could result in his/her inability to complete learning activities.
- Suspension or expulsion from GBVA.
- Involvement with law enforcement agencies and possible legal action.

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

Title IX Student Sexual Harassment Policy

Policy Provisions

Great Basin Virtual Academy is a public online charter schools which complies with Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 *et seq.*, and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX.

Sexual violence is defined by the U.S. Department of Education and its Office for Civil Rights (OCR) referring to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

Title IX protects students from sexual harassment in a school's education programs and activities. This means that Title IX protects students in connection with all the academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program.

Title IX District Personnel

The Head of School ensures the school is compliant with Title IX law, coordinates the investigation and disciplinary process, and reviews compliance regularly to ensure the school fulfills all their federal obligations.

Complaint Procedures

- Any persons (students, parents, teachers, staff) who are made aware of any student-to-student sexual misconduct shall report within 180 days to the Title IX District Personnel
- The Title IX District Personnel will follow the OCR rules of contact for all parties involved.
- The Title IX District Personnel will determine the level of investigation and determine if a formal hearing is necessary and/or required. This determination is made per OCR guidelines and training.
- The Title IX hearing team decides school disciplinary action, but it does not replace the need or requirements under criminal investigation. The school Title IX hearing does not replace any criminal outcomes.

*Reference US Department of Education: Office of Civil Right

Learning Coach “I Understand and Agree” Statements

The purpose of the following statements is to clearly state all expectations for GBVA Learning Coaches. For students to be successful it is important that Learning Coaches are in agreement with the following curricular and attendance requirements and expectations:

I understand and agree . . .

- *I am enrolling my student in a public school, and my student may not be enrolled in any other public school while enrolled at GBVA.*
 - *I am required to have access to a computer with Internet access at all times during my student’s enrollment in the Great Basin Virtual Academy.*
 - *I am aware that my student has daily attendance requirements that he/she is expected to meet. I must log this attendance daily, using the Learning Coach account.*
 - *I will establish a student account in the OLS for my student to use when completing lessons in the online school and attending class connect sessions.*
 - *I will not allow my student/s to know my password or to access to my Learning Coach account.*
 - *I will work alongside and supervise my student in using the K12 curriculum, checking work and verifying understanding after each lesson is completed daily.*
 - *I am aware of student progress requirements, which must be met daily, weekly, and quarterly.*
 - *I will monitor my student/s participation in homework, work samples and interim assessments, which must be submitted on-time and will be calculated into his or her final course grades.*
 - *I am aware that teachers and/or administrators may require additional proof of progress during the school year. Additional progress verification may be requested in the form of (but not limited to) Class Connect sessions, written work samples and phone conferences.*
 - *I will read and respond to Emails daily, participate in conference calls, and return teacher and administrative phone calls in a timely manner.*
 - *I will have my student complete school required web-based assessments as assigned by teachers and/or administrators. Both math and reading will be assessed during enrollment and at the end of the school year.*
 - *I am aware that my students will take a screening and/or readiness assessment for Math and ELA to document current skill levels and to assist teachers in developing an Individualized Learning Plan.*
 - *I am aware that my 3-8th grade student/s is required to participate in state standardized testing. It is my responsibility to transport my student to and from testing all days assigned.*
 - *I will review and monitor my student’s adherence to the Academic Integrity Policy in which plagiarism and cheating is discussed along with consequences for violations.*
 - ***I have read all of the above statements and my Email account will show a date stamp for receiving the K8 Elementary School Handbook that will serve as my agreement for compliancy of all policies and regulations listed within this document.***
-