



LOUISIANA VIRTUAL CHARTER ACADEMY

2017-2018 STUDENT HANDBOOK

Head of School: Danielle Scott Johnson

Academic Administrators:

Jara Bode (K-5) and Catherine Groven (6-12)

LAVCA

4962 Florida Blvd
Baton Rouge, LA 70806

504-322-7543

Louisiana Virtual Charter Academy's mission is to prepare each student for a successful future through a virtual education enhanced by a rigorous curriculum and a supportive learning environment.

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Students will receive a zero on any submitted assignment containing all or partial work not completed as their own work, or properly cited within the assignment.	26
NOTE: Offenses are cumulative for the year regardless of the class questionable work is submitted in. If a student gets a first offense in History, and another incident occurs in math, then this is their “second offense”, and so on.	26
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Letter from the Head of School

Dear Parents, Learning Coaches and Students:

I am excited to serve as the Head of School of Louisiana Virtual Charter Academy. Throughout the summer, our team worked diligently to prepare for the 2017-2018 school year. Our theme for the year, “One School...One Voice”, was inspired by the belief that active engagement leads to success. We are prepared and are expecting for all of our students to experience success.

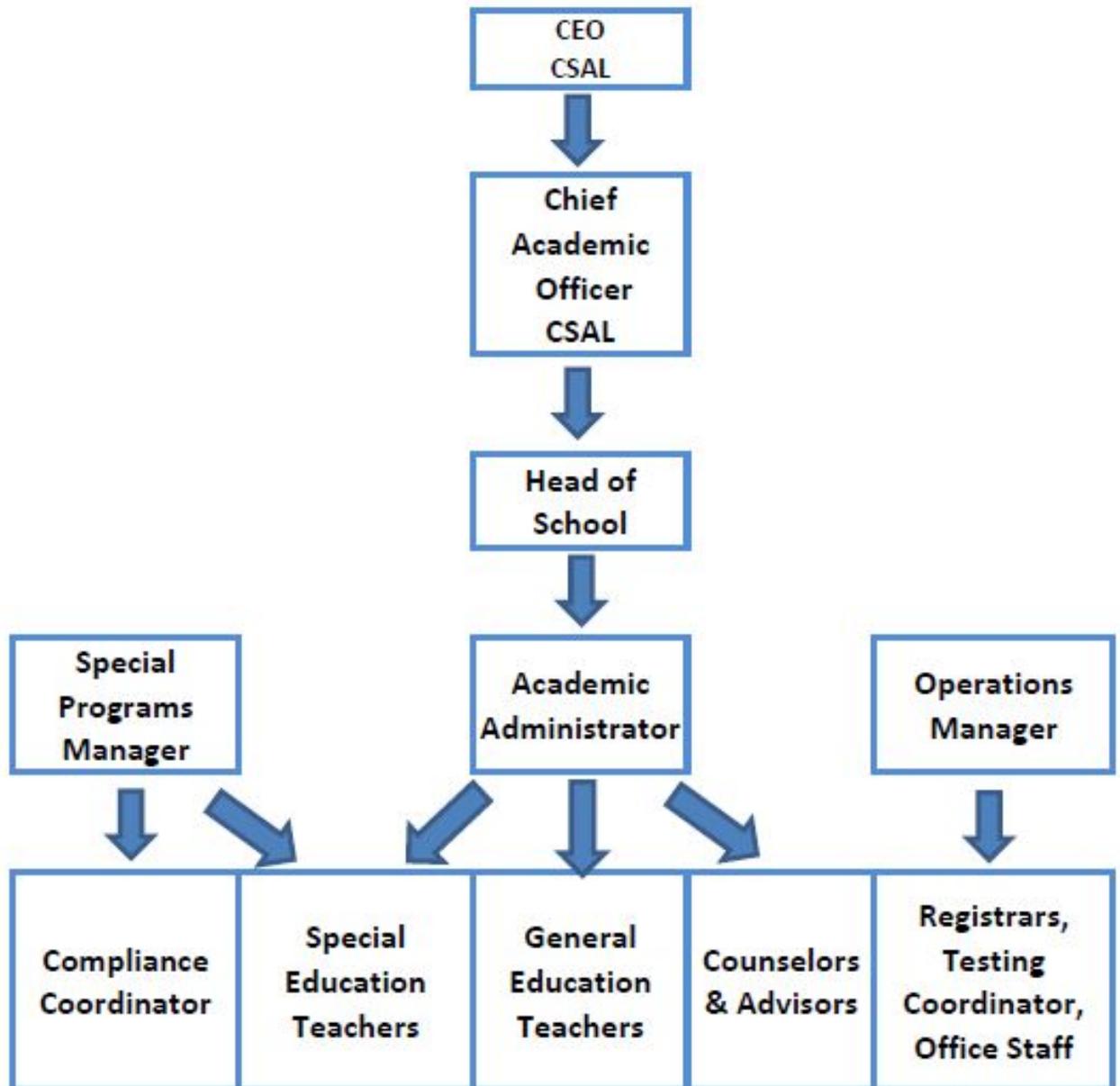
Parents and learning coaches play a vital role in the success of our students. We want each of you to use all the resources that are provided to support your students. Use the parent-student handbook to become familiar with the policies and procedures of our school. Most importantly, read all emails, monitor the progress of your student(s), and communicate with our teachers as often as necessary.

We will adhere to our mission statement of creating a supportive learning environment. I challenge every student to meet and when possible exceed the expectations that have been establish for you. We ask that you give your best and embrace the support of our staff as needed.

Finally, it is our desire to be the best. We cannot be the best without all of us giving our best. We will use engaging class connect sessions, effective communication, and the creative minds of all stakeholders to assist our students as they grow into academically sound individuals. I look forward to working with each of you. Let's have a great school year!

Danielle
Scott-Johnson
Head of School

LAVCA Organizational Chart



Academic Calendar



2017 - 2018 Academic Calendar

PD = Professional Development (Baton Rouge)

<p>9 First Day of School 22 Blended Open House (Monroe/New Orleans) 24 Blended Open House (Baton Rouge) 28 Blended Open House (Lafayette/Shreveport)</p>	<p>AUGUST 2017</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>SEPTEMBER 2017</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<p>4 Labor Day (School holiday) 8 PD</p>							
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ADMISSION & SCHOOL REQUIREMENTS

To be eligible for enrollment in LAVCA, a student must be eligible for enrollment in grades K through 12, and must reside Louisiana. Admission to LAVCA of all eligible students is based on the completion of all enrollment forms and the submission of all required documents.

NEW STUDENT ORIENTATION PROGRAM

Families new to LAVCA have the opportunity to participate in a K¹² course entitled *Welcome to Online Learning (K-5) and Online Learning (612)*. This course will appear in the student's daily plan in the Online School and should be the **VERY FIRST** course that the learning coach and the student complete together. The course is **required** and is intended to be **completed during each day of the first five days of school**. 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 tool *Class Connect*
- Receive an introduction to all courses
- Get directions on communicating with the teacher via our internal mail system

We believe learning coaches and students will benefit greatly from participation in this K¹² course. We know that the lessons will help jump start the school year so learning coaches and students will soon be swiftly soaring to success!

It is important to understand that doing this course unlocks the courses and puts them on the students plan. Failure to complete means that students will not have access to their courses until it is finished.

INSTRUCTIONAL TIME

Louisiana statute requires all public schools offer a minimum of one-hundred-seventy seven (177) days and a minimum of 1062 hours of instruction according to LA Bulletin 741. Additionally, LAVCA requires an average of 6 hours of instructional time per day. This attendance requirement is prorated for students enrolling after the first week of school. Your teacher can help you develop a weekly schedule to ensure that your student meets this requirement.

LAVCA students may log instructional time anytime during the day and on any day of the week between the first day and the last day of school as stated on the current LAVCA academic calendar. Instructional time must directly relate to lesson objectives which are aligned to the standards set forth in the Louisiana Grade Level Expectations (GLEs).

ATTENDANCE

As a public charter school, Louisiana Virtual Charter Academy is required to monitor student attendance in accordance with all applicable statutes set forth by the State of Louisiana. LAVCA teachers and administration closely monitor student attendance on a daily basis. **All student attendance must be entered and up to date by the end of the nine week period.**

TRUANCY

As an open enrollment charter school, the Louisiana Virtual Charter Academy (LAVCA) is required to monitor student attendance and progress, in accordance with all applicable statutes and State Board of Education rules and regulations. LAVCA student attendance is recorded by the time "logged in" on the

“On-Line School” (OLS) or Online Middle and High School (OMS or OHS). LAVCA student progress is recorded by the mastery of lessons. LAVCA teachers and administration will monitor student attendance and progress which will be a determining factor in student advancement to the next curricular level and continued enrollment in LAVCA.

The Louisiana Department of Education recognizes two types of absences: excused and unexcused. Excused absence logged time can be made up with the permission of the public school (LAVCA) teacher. **The LAVCA teacher will be required to document the reason for the excused absence and when the work/day will be made up.** The following are reasons a student may have excused absences:

- Illness of the student (more than 2 consecutive days will require a doctor’s note)
- Serious illness or death in the immediate family
- Appearance in court
- School/community/church activities
- Doctor, dental or other medical appointments
- Other reasons not listed above can be considered for an excused absence if the parent/guardian makes a request to the teacher at least 10 school days in advance of the absence.

Unexcused absences means the student was absent for some reason other than the ones listed above. After three(3) unexcused absences the teacher will schedule a conference with the parent/guardian, student and the LAVCA Advisor to discuss and implement an action attendance plan to ensure attendance compliancy for the remaining school year.

A LAVCA parent or student may also be deemed non-compliant for any of the following reasons:

- 15 lessons or 18 hours behind (equivalent to 3 days missing attendance)
- Failure to participate in state-mandated assessments
- Falsifying attendance and/or progress in the OLS

Non-compliance procedures: Non-compliance process can range from a minimum of a verbal warning with agreed steps for resolution to a maximum result of a recommendation to the truancy office or District Attorney in the student’s home district.

Note: Attendance logged in the OLS must reflect the progress made in the courses. If attendance does not match the progress, administration may delete the attendance for those hours logged. This deletion of hours will put the student in jeopardy of becoming behind in attendance or below the mandated state requirement for attendance. The student would then be considered excessively absent. Teachers and administrators may ask for proof of all work completed at any time of the year.

TESTING INFORMATION

REQUIRED TESTING

Attendance is mandatory at all LAVCA testing events. Parents must ensure that students participate in all required state and school testing. This testing includes but is not limited to the Readiness and Interims, as well as all DIBELS, LEAP/iLEAP, PARCC, ACT Series and End Of Course testing. Parents are responsible for transportation to and from all testing, regardless of distance.

DIBELS

Students in Kindergarten through 3rd grade are required to complete the DIBELS reading assessment at the beginning, middle and end of the school year. Any student who does not Meet or Exceed the benchmark standard on DIBELS will fall subject to the required instructional sessions each week.

Students will be notified by email messages, weekly newsletter, and phone of the DIBELS testing dates and times throughout the year by the homeroom teacher. Students are allowed one reschedule during each one of the testing windows.

DEVELOPING SKILLS CHECKLIST (DSC)

This Kindergarten screening is required for all students. Testing will be done face to face throughout the state by LAVCA staff. Testing will be done within the first weeks of school.

INTERIM ASSESSMENTS

All K-12 Students will take benchmarking tests at the beginning of the year and then at the end of each quarter. The results of these and all other assessments will allow parents and teachers to work as partners in developing the best academic path for students. Students are also expected to work in this program on a daily basis in order to both strengthen and build skills. Teachers will often use the Study Island program during Class Connect sessions. These benchmarks are not optional.

K-5 Student Learning Expectations & Grading Policies

PROGRESS

To earn progress in the Online School (OLS), students must score at least an 80% (mastery) on their assignments. LC's should regularly check the student's progress and look to see if the work is mastered or not. In the course progress, LC's can go into each subject and see the mastered and not mastered lessons. It is recommended that LC's check this daily and have students go back and redo work that does not earn mastery as they will not get progress until they do.

GRADEBOOK

LAVCA uses Gradebook (powered by Engrade) to provide students and their learning coaches a 24/7 live view of their weighted grades. Students and learning coaches can access Gradebook through their OLS. Courses in Gradebook are managed by homeroom teachers. If there are any errors or questions about posted grades, please contact the homeroom teacher directly.

PROGRESS REPORTS (K-5)

For each grading period, the letter grade is based on the weighted grading scale below. Students' grades are based on Online School (OLS) progress and School requirements. School requirements include but are not limited to work samples, Study Island, and required testing. Progress reports will be emailed at the end of each quarter. Official report cards will be mailed at the end of the school year in June.

Final Grades Breakdown - K-2nd grades		
Course	OLS Progress	School Requirements
Math	65%	35%
Literature	65%	35%
Language Arts	65%	35%
History	100%	
Science	100%	
Electives	100%	
K-2 Grading Scale: SP = 90-100%, MP = 80-89%, IP = 70-79%, NC = 0-69%		

K-2 Grade Indicator Explanations:

SP=Sufficient Progress (90-100%)

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

MP=Making Progress (80-89%)

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

IP=Insufficient Progress (70-79%)

Earning an IP indicates that the student does average work and is making adequate progress toward mastering the course objectives and learning outcomes, produces adequate work demonstrating growth and is able to apply knowledge gained to some new situations.

NC=Noncompliant (69% and below)

Earning an NC 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.

Final Grades Breakdown -3-7th grades		
Course	OLS Progress	School Requirements
Math	65%	35%
Literature	65%	35%
Language Arts	65%	35%
History	65%	35%
3rd grade History**	35%	65%
Science	65%	35%
Electives	100%	
3-7 Grading Scale: A = 93-100%, B = 85-92%, C = 75-84%, D = 67-74%, F = 0-66%		

**3rd grade history percentage breakdown is different from the rest because the OLS curriculum only holds 16 lessons. The majority of the content for the 3rd grade History course is teacher created with weekly assignments to submit. The course cannot be passed without completing and submitting those weekly assignments.

SCHOOL REQUIREMENTS

School requirements includes Interim assessments, quarterly work samples from core courses, state testing attendance requirements and participation including but not limited to DIBELS, DSC, Leap, and iLeap throughout the year. Catch up plans are plans put in place by teachers, advisors, learning coaches and students for those families which progress and attendance are lacking. School requirements are assignments that are added to the gradebook and averaged into students grades as explained above. Here is the grading policy for school required assignments:

M7'Gpi tcf g'Tgs wlt gf 'Culi po gpw'I tcf lpi 'Uecrgu'U 39/3: "

**GNC'Ere ugu'Qpif <Uej qqit'gs wlt gf 'Culi po gpw'Cxgt ci g<'Ip'gcej 'eqwtug'vj cv{ qwf q'pqv'j cxg''
vj g'tej qqit'gs wlt gf 'culi po gpw'hwgf 'f q'vj g'hqmy lpi 'y ggmf <"**

1. Create an assignment titled “School Required Assignments Average” that is worth 100 points
2. Each Friday after uploading any required assignments, pull a class categories report for the course that you load the school required assignments into.
3. Using that report, upload the new school required averages into the courses in which the “School required assignments average” assignment are in.
4. This must be maintained weekly so that 35% of the ELA is specifically school required assignments like all other subjects and students can see their most accurate grade weekly.

Fckf 'Hqto criCuuguo gpw'

Students earn the following point values in the gradebook:

Input into Engrade: Each Friday, pull data from your DFAs and assign Engrade points as follows. Grades must be input each week as topics become due to maintain an accurate grade for students and learning coaches to check in the gradebooks.

R qk pv u' G ct pg f''	F guet lr vkpp''
5 pt s	Completed DFA and attempted to complete to satisfactory
0 pt s	Did not complete the DFA or entry DID NOT appear to be an honest attempt to completing to satisfactory

Extensions: Any extensions to the due dates will require a doctor’s excuse. Due date will extend to the number of days excused. Ex: 2 days excused = 2 days after returning to school.

When: Assign a DFA at the end of each whole group live instruction class. They are assigned in the live classes and due to the teachers each Thursday by the end of the school day.

Y ggmf 'Hqto criCuuguo gpw''I qqi ng'Hqto u'cpf 'cf f gf 'vq'DQUU't cengt u''

Students earn the following point values in the gradebook based on:

Input into Engrade: Each Friday, pull data from your WFA and assign Engrade points as follows. Grades must be input each week as topics become due to maintain an accurate grade for students and learning coaches to check in the gradebooks.

R qk pv u' G ct pg f''	F guet kr vlqpp''
10 pt s	Earned mastery of 70% or higher
5 pt s	Completed WFA, but DID NOT earned 70% or higher **Invite to Small Groups***
0 pt s	Did not complete the WFA

'''

After small groups, change Engrade points for students who came and participated in small groups from 5 points to 7 points.

Extensions: Any extensions to the due dates will require a doctor's excuse. Due date will extend to the number of days excused. Ex: 2 days excused = 2 days after returning to school.

When: WFAs will be assigned each week between Interims. They are assigned in the outgoing newsletters each Friday and due to the teachers each Thursday by the end of the school day. No WFAs should be assigned during the weeks that students are assigned Pre- and Posttest interims.

S wct vgt rf 'kpvgtko 'Cuquuo gpv'

Students earn the following point values in the gradebook:

Cuquuo gpv'	Rqlpvu' Getpgf''	F guet kr vlqpp''
Benchmark 1	20 pts	Completed

Readiness Assessment	0 pts	Did Not complete
Benchmark 2, 3, 4, & 5 Interim Benchmark Assessments	20 pts - 0 pts	Assign points based on student percentage earned and also aligned with TVA groups: Advanced - 95% - 100% = 20 pts Proficient - 80% - 94% = 18 pts Basic - 70% - 79% = 15 pts Below Basic - 0% - 69% = 10 pts Not completed – 0 pts

Ucvg'Tgs vlt gf 'Vgmlpi''

Students earn the following point values in the gradebook:

Cuguo gpv''	I tcf gdq qm' Eqwt ug''	Y j gp''	Rqlpwu' Gct pg f''	F guet lr vlap''
DSC	K – ELA and Math	August	20 pts	Completed
			0 pts	Did Not complete
Aimsweb	K – 2 Math	August, January, & May (benchmarks)	20 pts	Completed
			0 pts	Did Not complete
DIBELS	K – 3 ELA	August, January, & May (benchmarks)	20 pts	Completed
			0 pts	Did Not complete
LEAP ELA	3rd – 5th ELA	May 1st	20 pts	Completed
			0 pts	Did Not complete
LEAP Math	3rd – 5th Math	May 1st	20 pts	Completed
			0 pts	Did Not complete

LEAP Science	3rd – 5th Science	May 1st	20 pts	Completed
			0 pts	Did Not complete
LEAP SS/History	3rd – 5th SS/History	May 1st	20 pts	Completed
			0 pts	Did Not complete

Y qtniUco r iqu'6'Pqv'O cpf cvqt { .dww'vgej gt u'ecp'wug'y qt nliUco r iqu'lp'vj g't ræg'qh'Y HCU'qpeg'e'' s wct vgt 0'

Students earn the following point values in the gradebook based on:

Cuguo o gpv''	Rqkpwu' Gct pgf ''	F guet lr vqap''
Quarterly Work Samples	20 – 50 pts	Work sample grading scales will be based on teacher’s created rubric for 20 – 50 points that you will share with the students when you give the assignments. Work sample grades will be based on accuracy not participation so these grading scales need to be functional in helping you grade quickly and accurately. Have a rubric planned out will clear measureable objectives before you assign your work sample.

MARKING LESSONS COMPLETE

Students and Learning Coaches will not mark Unit Lessons complete for Units that they are not currently working on without teacher approval in writing. Non-assessed items marked complete for a Unit out of order shall be removed and added back to the student’s plan. The practice of marking non-assessed items complete in order to boost student progress will results in removal of progress and a referral for an academic integrity violation.

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 90%, with no grade lower than an “A” or “SP”
- Attendance at or above expected hours
- All school requirements are met.
- Study Island participation is at 100%

K5 Weebly Website and Weekly Newsletters

For all K7 students, please bookmark this website and be sure to refer to it at least once a week as you will find your newsletters and tons of other great information on the teacher’s pages at this site:

<http://lavcak5.weebly.com/> . All K7 grade levels provide families with a weekly newsletter that outlines daily

expectations each week for the following week's work. This newsletter will outline OLS lessons; live class connects and flipped lessons; and any school required assignments like Study Island topics, EAGLE assessments, work samples, and/or teacher created assignments. K7 students are expected to follow these grade level newsletters, not the OLS Daily Plan, in order to stay on track and ensure completion of all assignments. The weebly website also provides useful schoolwide information on the homepage and specific course information inside of each teacher's page.

6-12th Grade Student Expectations & Grading Policies

EXPECTATIONS OF DIFFICULTY, PARTICIPATION, AND TIME COMMITMENT

Students often find that going to school online takes longer and is more difficult than going to school in a traditional setting. Be prepared for this course and online schooling in general to be a little more difficult than you might expect. If you are not spending at least 60 minutes on this course each day, you're probably not doing enough to pass the class. If this is happening, make an appointment to meet with me or visit me in Office Hours so we can review what you are doing each day. If you need help in working out a personal schedule, staying motivated or creating an effective home learning environment, contact your advisor. This person is an expert at helping students with these concerns.

EXTENDED LEAVE FOR MEDICAL TREATMENT

At LAVCA, we take great pride in our ability to aid and foster students with intensive physical and mental conditions. These conditions often make extended leaves from school necessary. In the event a student requires therapy and/or treatment for an extended time period (more than 5 school days), the student is encouraged to use the catch-up days available to finish his or her work. However, if the illness/treatment/therapy makes completing assigned tasks impossible and an extension or an excusal of assignments is requested, you MUST provide the course teacher a SIGNED and DATED excuse from a DOCTOR. If you fail to provide the course teacher with this material, the student will receive zeroes on all assignments not submitted. Note that it is highly suggested that these occurrences/documents be presented as situations arise and not at the end of the semester.

TECHNOLOGY CLAUSE

By enrolling in an online school program, you have exhibited understanding that the ability to access the internet is required daily. That being said, errors in technology do occur, and it is understandable that time off from school may be warranted by lack of acceptable computer equipment and internet malfunctions. However, if your internet or computer will be out-of-commission for more than a day or two, it is the responsibility of the student and/or LC to (1) notify the instructor and (2) seek other methods of online access, such as local libraries or a relative's home. Also, K12 Tech Support can be contacted with any technology issues that arise: K12 Customer Tech Support <http://help.k12.com> 866-512-2273

STATE OF LOUISIANA UNIFORM GRADING SCALE

A = 93-100%, B = 85 – 92%, C = 75 – 84%, D = 67 – 74%, F = 0-66%

GRADED ASSIGNMENTS

Whether teacher scored or computer scored, graded assignments will be weekly. On average, students should have 2-3 assignments to complete per week for each core subject and 1-2 assignments per week for electives. Study Island topics will be added into the assignments for students 8-12th grade and will be a part of their final grade.

In an effort to help keep students on pace for successful completion of their courses. We are implementing monthly due dates during the semester for teacher graded assignments.

Gating Dates for 2017-2018

Assignment Dates	Gating Due Date
August 9-31	Sept 15
September 1-30	Oct 13
October 1 - 31	Nov 10
November and December	Dec 1
January 8- 31	Feb 9
February 1-28	Mar 16
March 1-31	Apr 13
April and May	May 4

You are encouraged to prioritize assignments as follows to ensure you meet these deadlines:

1. Work on the current week's lessons to be aligned with pacing of the course
2. Work on any assignments with a grade of 0 (zero) in your gradebook.
3. Complete all Part 2's of exams not previously submitted to dropbox.
4. Complete WFA's and DFA's
5. Contact your teacher to arrange attending a small group or individual session in order to remediate and re-take any assessment for which you got a low score.

ZEROES IN GRADEBOOK

Zeroes will be entered each Monday by the end of the day. This zero is entered to reflect that the student has NOT completed the assignment by the due date. Students will have through the due dates above for teacher graded assignments, and through December 8th and May 11th for any computer graded assignments. Any assignments NOT completed by the final submission date will become a permanent zero.

GRADE DETERMINATION

LAVCA High School grades are determined by the sum total of points a student earns on all graded assignments and tests. $\text{Points earned by student} / \text{Total points possible} = \text{Grade}$

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

Regular courses are weighted using a 4 point scale where A = 4, B = 3, C = 2, D = 1 and F = 0.

EOC Grading

Required EOC tests will count for a minimum of 15% of the student's FINAL grade.

SEMESTER END DUE DATES AND FINAL EXAM SCHEDULE

Students must take final exams at the end of both fall and spring semesters. Excused absences are not allowed for these exams. In order to protect test confidentiality, all exams must be taken on assigned days. Students who cheat and/or plagiarize in any way on a final exam or final project shall

not be allowed to resubmit it for credit. Final exam schedules are posted in course calendars at the beginning of the semester; further information is posted in course announcements and communicated to families throughout the semester.

Fall 2017 Semester

				12/1/2017
				Last Day to Submit Teacher Graded Assignments
12/4/17	12/5/17	12/6/17	12/7/17	12/8/17
Final Exam Review Days				Last Day to Submit Computer Graded Assignments
12/11/17	12/12/17	12/13/17	12/14/17	12/15/17
English and Social Studies Finals	Math and Science Finals	Electives and <u>Makeup</u> Finals	Medically Excused Finals	Finals Lock at 5p
12/18/2017	12/19/17	12/20/17	12/21/17	12/22/17
	Last Day of Fall Semester	Winter Break Begins		

Spring 2018 Semester

4/30/18	5/1/18	5/2/18	5/3/18	5/4/18
				Last Day to Submit Teacher - Graded Assignments
5/7/18	5/8/18	5/9/18	5/10/18	5/11/18
Final Exam Review Days				Last Day to Submit Computer Graded Assignments
5/14/18	5/15/18	5/16/18	5/17/18	5/18/18
Final Exams in English and Social Studies	Math and Science Finals	Electives and Makeups	Medically Excused Finals	Finals Lock at 5p
5/21/18	5/22/18	5/23/18	5/24/18	5/25/18
Graduation	Last Day of School			

FINAL EXAM POLICY

Students with an A average and *who have turned in all assignments by their due dates* are EXEMPT from taking the final exam IF ALL coursework is complete including Study Island lessons (if applicable).

This Policy is “per course” therefore, if a student has an A average in their Math course, they are exempt from the math final only, but may need to take the final exam in other courses if they have lower than an A average.

HONORS COURSE POLICY

- Honors placement is dependent upon student interest and teacher recommendation.
- Towards the end of each school year, teachers are asked to identify potential students for honors placement in the upcoming year. Families are then given the choice to enroll in honors courses based on the teacher’s recommendation.
- Honors courses cover the SAME content as the grade level course, but have additional projects added to fulfill the requirements of Honors credit.
- Once students are enrolled in honors courses, they are committed to completing all assignments for the course, and the final grade will reflect the student’s work throughout the semester.
- Students will NOT be allowed to drop down to the regular course after committing to honors course requirements.
- AP and Honors courses use a 5 point scale.

8-12TH GRADE HONOR ROLL

- GPA of 4.0 or higher qualifies a student for the Principal’s list
- GPA of 3.5 – 3.9 qualifies a student for honor roll

REPORT CARDS

Report cards are issued at the end of each semester. Fall semester report cards will be emailed in January and will be emailed in June for Spring Semester. Current grades can always be found in the OHS.

LOUISIANA TOPS AND GRADUATION REQUIREMENTS

The school uses the following scale of Carnegie units for classification of high school students.

- **FRESHMAN:** 0-5 credits
- **SOPHOMORE:** 5 – 10.50 units
- **JUNIOR:** 11- 17.50 units
- **SENIOR:** 18 - UP units

Any deviation from this scale must be examined on a case-by-case study. Students will not be moved from one grade level to the next at mid-term. TOPS requirements can be found at http://www.osfa.louisiana.gov/MainSitePDFs/Core_Curriculum_14.pdf. For more graduation information go to: <https://www.louisianabelieves.com/academics/graduation-requirements>

State law requires that you make an election at the beginning of each school year starting in 8th grade as to whether you give or deny consent for LAVCA to collect your child’s Personally Identifiable Information (PII) and disclose it to the Louisiana Office of Student Financial Assistance (LOSFA) for TOPS and other financial aid or to the state’s colleges and universities for admissions. We will no longer provide your

child's transcript data to LOSFA and the Institutions without your permission. This consent form was filled out upon registration or reregistration. If you did not fill one out, please ask your homeroom teacher for a new copy to complete.

APPEALING OF FINAL 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. Appeals *will not* be considered later than 30 days after the end of a semester.

SKIPPING FOR NEW STUDENTS

After the first month of school, all students that are newly enrolled will start their course work where the class is currently at in the pacing guide. It is understood that the student has already received instruction for all previous lessons while enrolled at the previous school. This will help the student to be ready to participate with Class Connect sessions and not fall behind. For K-5th grade, this 'skipping forward' will automatically take place by the homeroom teacher upon initial contact. For 6-12th grade, each classroom teacher will take care of this. There are few exceptions to this rule. Please discuss such exceptions with your homeroom teacher.

PARENT/STUDENT/TEACHER COMMUNICATION

Certified Louisiana teachers are an essential component of the educational model utilized by the Louisiana Virtual Charter Academy. The teacher is responsible for validating student attendance, curricular progress and educational growth. **The teacher is also the first point of contact for the parents and students with all issues regarding the school.** Resources provided by LAVCA teachers include: instructional and curricular support, organizational assistance, Class connect instruction and tutoring, and 'good old-fashioned' encouragement. A healthy working relationship between the student/parent and the assigned LAVCA teacher is essential. Parents are required to participate in conferences and class meetings with their LAVCA teacher.

Email is a primary source of contact between the LAVCA teacher and the parents/students; therefore, parents and students are encouraged to check their Email at least twice a day (morning and evening). Parents and students are asked to promptly reply to any email received from the LAVCA or K12[®].

LAVCA teachers are instructed to allow their voicemail to answer all incoming calls. Please allow 24 hours for a return phone call and/or kmail. LAVCA does not reimburse parents for long-distance calls. Parents are expected to inform their LAVCA teacher of any changes to contact information. Parents must also update contact information within the account setup on the Online School[®]

The Online School[®] includes a home page for each parent and student account. The home page provides families easier access to all aspects of the Online School[®]. LAVCA and K12 posts important, school-wide information in the Announcements section of the home page.

CONFERENCES

One of the strongest points of the school's program is the close monitoring of each student's educational progress. Parents are required to participate in scheduled conferences with their LAVCA teacher. The conference is an opportunity to voice concerns, relay good news about the student, obtain enrichment ideas for the child, and discuss attendance and progress through the curriculum, which are vital to success in the program. It is expected that parents attend all of their scheduled conferences, provide 24 hours notice if a cancellation is required for the conference, and reschedule when it is cancelled. If a parent does not comply with this policy, the curriculum of their student(s) will be locked.

CLASS MEETINGS

All parents and students in grades K-12 will be invited to participate in Monday Morning Mingles or assemblies with their teachers. Each meeting will last around 30 minutes. Teachers will present important information for both the students and parents. These meetings are also a time for homeroom celebrations and fun student activities.

Class Connect Requirements

CLASS CONNECTS

LAVCA teachers host a variety of sessions throughout the week. A whole group class is one that all students in the course are invited to. Small groups are for students based on a request or need identified by the teacher for additional remediation. Teachers also do some tutoring and 1-on-1 sessions. All whole and small group sessions that students are invited to are considered required.

LIVE HELP

The LAVCA team will have LIVE HELP sessions weekly at varying times. All homeroom teachers/specialists as well as General Education classroom teachers will be available in class connect. This time is meant for quick questions for specific classes/lessons from classroom teachers, or general school questions from your homeroom teachers. LC's are also welcome to come to talk to their teachers during this time. This is not a tutoring time for large concepts or full lessons, as most questions should be 3-5 minutes each so that everyone can get assistance.

FIRE DRILL PLANS

At times technology is inconsistent and a protocol needs to be established for these events. At LAVCA, there will be times when students are unable to access a class, the OLS will be down, or Study Island is not working. Please understand that the online school and other programs rely on many different levels of technology and such incidents do occur.

If a time arises that we have a school wide systems error or outage, we will initiate fire drill procedures. An autodialer will be send out and all families will receive a short phone call initiating the fire drill, and giving the instruction to go to www.tinyurl.com/LAVCAFireDrill. When this site is turned on, students can look for their teachers pages that will have instructions for things they can do during this time to stay productive during a systems outage. Please check back regularly there will not be another autodialer when the outage is over.

If you are in a class connect session and the teacher either is not there or gets removed, please wait for 10 minutes and then leave the session. As our teachers live around the state, there are different things that affect their ability to connect. You will experience the same thing as a student, so please be patient as our use of advanced technology does have some glitches from time to time. If teachers are unable to get into a class connect session for any reason, they will create a recording and send out to the class as quickly as they are able to.

Behavior Expectations

LAVCA students are subject to the rules and restrictions implemented by Louisiana Virtual Charter Academy and the Student Code of Conduct: Acceptable Use Guidelines for the Internet. Students enrolled in LAVCA 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 usernames and passwords, and must not share these with anyone.
- Students must log into Class Connect through their student OLS account.
- Students may not interfere with other users' ability to access LAVCA 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 must not publicly post their personal contact information (address and phone number or social media accounts) 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-LAVCA commercial activities, non-LAVCA product advertising, or political lobbying on a LAVCA owned instructional computing resource.
- Students may not use LAVCA instructional computing resources to sell or purchase any illegal items or substances.
- It is not allowed to upload or post any software on LAVCA instructional computing resources that are not specifically required and approved for student assignments.

INAPPROPRIATE BEHAVIOR

- Insults or attacks of any kind against another person or group of people.
- 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.

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

LAVCA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. LAVCA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. LAVCA 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 LAVCA, its affiliates, or its employees. LAVCA 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 LAVCA instructional computing resources, which could result in his/her inability to complete learning activities.
- Suspension or expulsion from LAVCA.
- Involvement with law enforcement agencies and possible legal action.

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

Cell Phone Use on Louisiana Standardized Assessments

Students are not permitted to use or bring into the testing environment any electronic device that could allow students access to information (e.g., cell phone, PDA, electronic recording or playback device, etc.). An announcement should be made prior to testing that such devices are not allowed in the testing environment. Such items brought into the testing environment should be collected and secured by the examiner prior to testing and returned only after students have turned in all testing materials. Examiners and proctors should watch for students having and/or using such devices and collect them before testing begins. In the event a student brings such a device into the testing environment but does not have the device out during testing, the examiner and/or proctor should collect the device and allow the student to continue testing.

In the event the examiner determines the student is using the device to share, retain, or access information, the examiner should:

- collect the device,
- stop testing that student, and
- remove the student from the testing session.

The examiner and/or proctor should notify the District Test Coordinator immediately and the District Test Coordinator will contact the specific assessment specialist at the Louisiana Department of Education (LADOE) and report the incident as an irregularity. An Irregularity Form with statements must also be submitted to the LADOE as soon as possible. If it is subsequently determined by the Department that the student did use or intended to use the device to share, retain, or access information, in addition, the test for that student will be invalidated.

Each electronic device incident will vary and will be handled on an individual basis. Once the information has been evaluated, the LADOE will determine if the assessment should be invalidated. If necessary, the assessment specialist will provide instructions for coding the invalidation. Please make certain that you provide the LADOE with as much information as possible in order for the Department to determine if the assessment should be invalidated.

Many districts have a policy addressing the use of electronic devices. The district should continue to apply and enforce their local discipline or other policies regarding the use of electronic devices. Only the LADOE will determine if the assessment should be invalidated.

If questions arise, or if any situation occurs that could cause any part of the test administration to be compromised, District Test Coordinator should contact the Assessment Administration.

Confiscation of Unauthorized Items

Students are not permitted to bring dictionaries, thesauruses, spell-checkers, cell phones, CD players, iPods, palm pilots, electronic games, electronic devices, cigarettes, e-cigs or weapons of any kind to any school-related functions, including but not limited to outings or testing. These objects will be removed from the student and returned to the ADULT who picks up the student. Weapons violations will be reported to the administration immediately and the Site Coordinator must keep possession of the weapon until directed by administration to return to a parent or turn over to police. Smoking is prohibited on the grounds of any public or private school property. This

policy pertains to any school-related function, including Blended Learning sites.

ACADEMIC INTEGRITY POLICY

LAVCA students are expected to uphold the highest standards of Academic Integrity by expressing their own thoughts, language, and expressions, and to respect and acknowledge any other author's works with proper documentation in all assignments. Academic Dishonesty or plagiarism is the act of using another person's work to claim as your own. Examples of Academic Dishonesty are:

- Copying answers word for word from any portion of an outside source such as Yahoo Answers, Wikipedia, or Ask.com
- Intentionally paraphrasing ideas from any outside source without proper acknowledgement.
- Submitting in whole, or in part, the work of another student.
- Submitting in whole, or in part, an assignment written for another course by someone else.
- Intentionally allowing one's essay, assignment, or test answers to be copied by another student
- Learning Coach completing assignments and submitting as student work, on behalf of the student

Plagiarism and cheating are taken very seriously. Students who use all or part of someone else's work, without appropriate credit or citation, are in violation of these policies.

Students will receive a zero on any submitted assignment containing all or partial work not completed as their own work, or properly cited within the assignment.

Students assisting other students to cheat or plagiarize are also in violation of this policy, and will receive a grade of zero on their assignment submission.

First Offense: Will be handled between the teacher and the student. The teacher will call the student and parent to provide additional instruction as to what constitutes academic integrity and send student an email explaining and documenting the academic integrity offense. The student **MAY** have an opportunity to make up the assignment, **at the discretion of the teacher.**

Second Offense: The student will receive an email from the teacher documenting and explaining the academic integrity offense. The teacher will call the student and family providing additional instruction and feedback regarding academic integrity. The student will earn a grade of zero without any chance to make up the assignment.

Third Offense: The student will receive an email, from the teacher, explaining and documenting the offense. The teacher will call the student and family providing additional instruction and feedback regarding the incident. The teacher will schedule a live session with student, family, and principal or other administrator. The student will earn a grade of zero without any chance to make up the assignment.

Fourth Offense: The student will receive an email explaining and documenting the academic integrity incident. The student will earn a grade of zero without any chance to make up the assignment. Teacher will provide the documentation to the principal or other administrator. The student's curriculum will be locked and the student and parent must meet with the principal or other administrator before being allowed to return school at LAVCA.

NOTE: Offenses are cumulative for the year regardless of the class questionable work is submitted in. If a student gets a first offense in History, and another incident occurs in math, then this is their “second offense”, and so on.

ACADEMIC INTEGRITY IN K-5 (Progress Falsification)

At times, students will mark work complete that doesn't have assessments in order to increase their progress overall. This is usually done when they go to Units and they strategically mark everything with no lesson assessment as done. Even if a lesson does not have an assessment, there are activities that should be done for the assignment (for example: math problems done in a notebook, drafts of an essay, etc). If students are marking “no lesson assessment” lessons completed within a unit and do not have any “lesson assessments” completed in that unit, then they are falsifying progress. Marking excessive lessons complete within a limited period (example: 20 lessons in one day) can also be considered falsification. If a teacher notices that this is happening, they will call the LC and discuss what they are seeing. If needed, this will be noted as an academic integrity violation and the following procedures will be used.

1st Offense – Teacher or FASL will call the family; discuss the incident, and send a follow up Message that will be noted for documentation of the 1st offense. Lessons will be put back on plan to be redone.

2nd Offense – Teacher or FASL will schedule a conference with the family, work samples will be requested to show the work that was done, send a follow up Message that will be noted for documentation of the 2nd offense, and lessons will be put back on plan to be redone.

3rd Offense – LC and Student will meet with the administrator. Administrative action will be determined.

4th Offense – Curriculum will be locked until in-person conference can be made with an administrator. Administrative action such as suspension or expulsion may occur.

INTERNET SAFETY

Please consider the location of the computer your child works on. The K12 lessons sometimes have links to other sites. Before you leave the k12 website, there is a pop-up that verifies that you want to leave. Please make sure that a firewall is installed on your computer. While the internet is a fabulous tool, it can present dangers to students. Please take time to talk to your students about internet safety and take steps to protect them.

- Do not reveal on the Internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of the LOUISIANA VIRTUAL CHARTER ACADEMY.
- Do not agree to meet in person anyone you have met only on the Internet and who is not affiliated with the LOUISIANA VIRTUAL CHARTER ACADEMY.

NETWORK ETIQUETTE

As a LOUISIANA VIRTUAL CHARTER ACADEMY student, you are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, and body type, physical or mental health.
- Focus your responses on the questions or issues
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.

- Respect other people's privacy. Don't broadcast online discussions, and never reveal other people's email addresses.

Anti-Bullying and Cyberbullying Policy

Bullying is defined as unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance, with repeated (or potentially repeated) behaviors. This can include verbal, social, physical or cyber bullying. As a LOUISIANA VIRTUAL CHARTER ACADEMY student, you are expected to treat others students with appropriate behaviors and respect.

If you feel as though you are a bullying victim, please [complete this survey](#) and reach out to a teacher or administrator.

The following factors will be considered in determining the appropriate response to pupils who commit one or more acts of harassment, intimidation or bullying:

1. The developmental and maturity levels of the parties involved
2. The levels of harm
3. The surrounding circumstances
4. The nature of the behavior(s)
5. Past incidences or continuing patterns of behavior
6. The relationships between the parties involved
7. The context in which the alleged incidents occurred

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances.

An appropriate consequence will be determined after meaningful consideration of these factors. Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation or bullying may range from counseling interventions up to and including suspension or expulsion

Family Academic Support Team Services

FAMILY ACADEMIC SUPPORT TEAM (FAST)

The Family Academic Support Team is comprised of dedicated staff members who provide a comprehensive support system to help students overcome academic, social, emotional, medical, and other such challenges, so they will remain engaged and successful in school. The FAST team consists of a FAST Lead, Family Engagement Coordinator, a Family Resource Coordinator, a Family Compliancy Liaison, and Family Academic and Support Liaisons. Each member of the team works together to provide a holistic approach, which includes early intervention, support services, accountability, and linking families to school and community resources. FAST members work together with teachers and families to provide extra support to enable students to stay motivated, engaged, enrolled in school, and compliant with school policies and regulations.

FAST Missing Statement:

The FAST Team will provide quality, comprehensive training, resources, and consistent support with strengths-based interventions to promote engagement and academic success for LAVCA students.

FAST Services:

- Strong Start activities
- Parent and student orientations and enrichment trainings
- Accountability
- Truancy prevention services
- Action planning/Back on Track Plans
- Student/LC support
- Parent and student involvement opportunities
- Community resource referrals
- Crisis/mental health training and support

Strong Start:

Strong Start is a practice of providing early communication, orientation and onboarding tasks for students and families to foster engagement in the K¹² national and school community and receive the foundation needed to be successful in the online school setting. The FAST Team offers resources to give students and families a Strong Start from the point they are enrolled through the first four weeks of school.

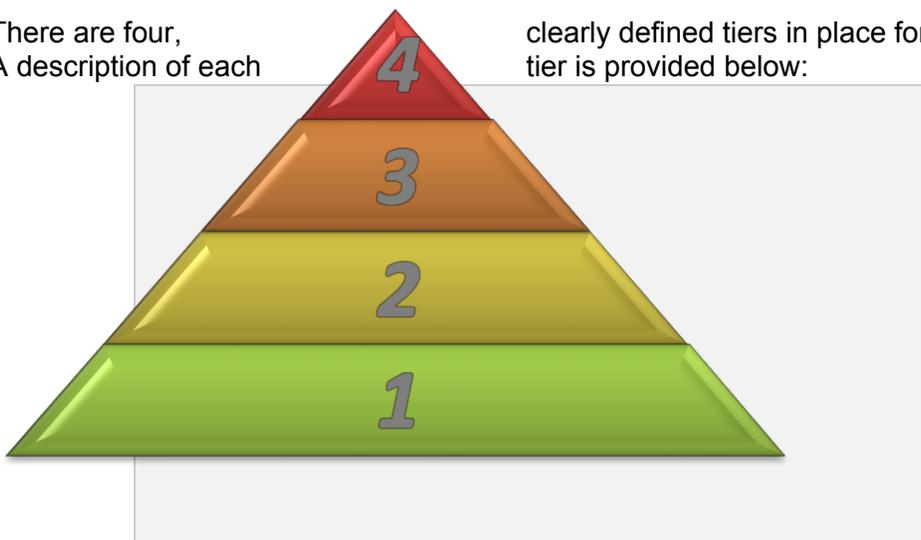
FAST Referrals:

The student's' teacher(s) are actively involved in the referral and engagement process. Students who are deemed non-compliant, do not respond to teacher support, or are in need of extra community resources will be referred to the FAST team for extra support. Students can also be referred if they/families need extra support, training, or community based resources. Students can also be referred for the following reasons;

Failure to communicate (messages, emails, phone calls), failure to attend conferences, failure to log attendance/maintain required attendance, attendance falsification, failure to make sufficient progress in courses, failure to complete required assessments, failure to complete Study Island or course assignments, failure to attend required testing, failure to attend required Class Connect sessions, failure to comply with Back on Track Plan, failure to complete work samples, or any such issues. Students who are referred to the FAST team, enter a tiered system. The tiered referral process is a critical component of our model and helps us to meet our goal of helping each student be successful through a virtual education. Students will remain in the process until satisfactory progress is made, the situation is resolved, and/or their case is closed.

There are four,
A description of each

clearly defined tiers in place for students in the FAST process.
tier is provided below:



Tier I: All students enter LAVCA here. Students in Tier I do not need the services of the FAST team. School-wide prevention and programming, along with teacher support, provide the first level of service to all students and families. Teacher(s) follow appropriate communication and support protocols and may identify students who need a FAST referral.

As a general rule, the following communication protocol will be utilized by the content and homeroom teachers prior to completing a FAST referral:

Step 1: Kn

- If no response in 24 hours, proceed to next step

Step 2: Kn

- If no response in 24 hours, proceed to next step



Tier II: At Tier II, a need has been identified and a FAST referral has been made. At this point, the student/family is unresponsive to standard school and teacher interventions and support. The FAST team begins supporting the student/family toward compliancy. Together with the teacher, and in conjunction with the student and LC, if possible, the FAST team member(s) assigned to the referral will decide on the best plan of action and/or create a Back on Track Plan for the student/family. The FAST member will facilitate the process, monitor the plan, and provide regular, formal follow-up and review. After 10 school days (or sooner), the FAST member(s) will decide if sufficient progress has been made. In review of the plan, the following actions may occur:

1. Excellent Progress (meets MOST of the directives of the FAST team)-the student is monitored for 10 more school days. If progress continues, the student is moved back to Tier I
2. Moderate Progress- (Meets some of the directives of the FAST team)-the students continues to receive Tier II support.
3. No/Little progress (Meets very few of the directives of the FAST team)-the student is moved to Tier II.
4. No contact-if the FAST member is unsuccessful in contacting the student/LC after 48 hours, students are automatically moved to Tier III.

Tier III: Students who continue to be non-compliant are moved to Tier III. At this point, a student's personal and educational needs are not being met and further actions are implemented. Unless students/families comply with the expectations of the FAST team member(s), students lose Family Engagement Points. The use of Family Engagement Points (FEPs) is a system in place which provides concrete data and helps to reinforce the engagement protocol and school expectations.

1. Every student enters LAVCA and begins the school year with 20 FEPs. Students have the opportunity to retain those points through active engagement and progress. Students/families maintain points by responding to communications (emails, phone calls, returning required documents), attending conferences, attending required Class Connect sessions, logging into and making adequate progress in the OLS and NOHS, logging and maintaining required attendance,

- completing required Study Island and other assignments, attending State mandated testing, turning in work samples, and other such required compliancy responsibilities.
2. Students/families automatically lose 5 FEPs when they are referred to Tier III.
 3. After the initial referral and referral to Tier III, students will continue to lose FEPs for compliancy violations.
 4. Students who have less than 10 total FEPs, who do not actively engage in the directives by the FAST team, and/or who do not respond to contact attempts are moved to Tier IV.
 5. Students/families do have the ability to earn back FEPs and moving back to Tier I by positively responding to the supports and directions provided by the FAST team member(s).
 - a. Excellent progress (meets MOST of the directives of the FAST Team) or who earn 18-20 points are moved back to Tier II to be monitored for ten days.
 - i. If students continue to make excellent progress, they will be returned to Tier I.
 - b. Moderate progress (meets SOME of the directives by the FAST team) or who earn 14-17 points will remain in Tier III until excellent progress is made.
 - c. No/little or no progress and/or remain disengaged are moved to Tier IV.
 6. Any student who returns to Tier I and receives another referral will automatically be placed in Tier III.

Tier IV: All available resources and interventions have been exhausted at this point. The student/family is non-compliant and disengaged. A meeting with school administration will be held to determine the appropriate course of action. School administration determines the course of action in compliance with school board, state, and local laws. Students' names will be submitted to the Louisiana Department of Education.

Student Services

CHILD FIND

Child Find is a process based on the Individuals with Disabilities Act (IDEA) Part C. The purpose is to identify, locate and evaluate individuals with disabilities who may need special education services. Anyone can initiate the process: a parent, doctor, teacher, relative or friend.

To ensure that all LAVCA students are properly identified and served, the parent or guardian will be asked at least twice if their student has ever been evaluated for possible special education services, and if the student has ever received special education services as a student in a public or private school. If so, the parent or guardian will be asked if their student have an active Individual Education Plan (IEP).

SPECIAL EDUCATION SERVICES

LAVCA is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). LAVCA Special Education professionals assist parents in accessing and coordinating services pursuant to a current Individualized Education Plan. Parents should indicate that their child has an Individualized Education Plan on their enrollment form.

Special education services are available to students who have been identified with a disability. Documentation of the disability must be provided; such as a previous Individualized Education Plan (IEP) and/or a psychological evaluation. Students with IEPs in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress toward IEP goals in the general education setting. Services offered may include:

adaptations and modifications to the general education curriculum, specialized instructional strategies, and adjustments in pacing.

The LAVCA program is considered an **inclusion** program. The student's home is the regular classroom and services are provided by consultation with a highly-qualified special education teacher via phone, e-mail and the online (virtual) classroom.

What to expect:

- Every special education student will be assigned a special education teacher and regular education teachers for various subjects.
- The special education teacher will work with the learning coach on IEP goals; how to modify and adapt the learning environment; and curriculum paths for success.
- The special education teacher and the learning coach will meet together for a conference call once every grading period.
- The special education teacher will hold Class Connects online to assist students with their specific learning needs.
- The special education teacher is available to be used as a resource for instructional strategies and adaptations and modifications to the curriculum.
- IEP meetings will be held either online or through the use of a conference call line.
- The special education teacher will provide a progress report at the end of each grading period 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 can help the students create a learning environment that meet their specific needs.

Mastery Model

Special Education students will have accommodations met with the mastery model. Teachers may accommodate by limiting the amount of multiple choice items, giving extended time, and/or modifying assignments and tests. The special education teachers and regular education teachers will determine the best way to make adjustments to the curriculum to accommodate these students. Your teacher will communicate this plan with you at the beginning of the school year.

Extended Time

If a student with an IEP or 504 receives extended time, this allows for them to have more flexibility within their work day. Extended time with assignments means that students have more time each day on subjects or assignments that are difficult. It also could mean additional time on tests and quizzes (usually time and a half). Extended time does not mean that the monthly or end of semester deadlines are extended for all assignments. Students can request additional time on individual assignments that need more assistance prior to the deadline, but cannot ask to extend all the work past the assignments. For further clarification, please discuss during the IEP or 504 meeting.

RELATED SERVICES

LAVCA provides related services through contracts with service providers (speech pathologists, occupational therapists, etc.). It is important for students and parents to attend all related services appointments in order for the student to receive maximum benefit and achieve IEP goals.

***** We understand that it is our responsibility to provide a free and appropriate public education to each enrolled special education student. Because LAVCA is a virtual school of choice, it is understood that speech and related services may be provided face to face; however, not always in the home environment. Services will be offered at the nearest office to the family's home.

MULTI-TIERED SYSTEM OF SUPPORTS

Multi-Tiered System of Supports (MTSS) Services at LAVCA are available for students who have been identified as academically “at-risk”. A student that is defined as “at-risk” has tested significantly below on his/her assessments has demonstrated that he/she is struggling with the current curriculum he/she is enrolled in, or he/she has been identified with some type of need on the Child Find screening.

MTSS is based on the concept of providing evidence-based instructional and behavioral strategies by highly qualified intervention teams that are matched to the student’s needs, and those needs are monitored on a frequent scheduled basis.

The goals of MTSS at LAVCA:

- Create a productive learning experience for all LAVCA students
- Use prevention rather than reaction to student difficulties
- Prevent unnecessary academic failure
- Prevent unnecessary special education referrals

How to request MTSS assistance and what to expect:

1st: The learning coach will share concerns with the homeroom teacher who will set up a 2 week plan of interventions. At the end of those 2 weeks, determination will be made if a referral should be made to the MTSS Coordinator.

2nd: The MTSS coordinator will set up an initial meeting with the learning coach and the regular education teacher to review the needs of the student.

3rd: After the team meets and reviews the given information, the student will possibly be placed on an intervention plan to assist with the OLS progress.

4th: The MTSS team will review the case after the student has had ample time to work through the OLS with appropriate interventions to determine whether the student will need ongoing interventions or a referral for special education testing.

The process for MTSS requires the student to move through three tiers of intervention (for a minimum of 30 days in each tier). *The entire process of intervention before a possible referral will take a minimum of 90-120 days.*

ADVANCED LEARNERS

Many LAVCA students have participated in Gifted and Talented or Advanced Learner programs before enrolling in our program. The OLS curriculum is already very complex and all students may work above level in their courses (if that is where they are placed) or at a faster pace. However, LAVCA and K12 do offer some ALP activities and events for students. If you feel that your student needs enrichment or more challenging work, please speak with your LAVCA teacher and he/she will assist you with finding a way to meet the needs of your child.

Social Worker

An added resource LAVCA provides is a full-time social worker, Mr. Thomas Payne. If your family finds itself in circumstances that may require outside support, including addictive or emotional disorders, please reach out to our crisis-trained counselor, Mr. Payne at extension 3110.

COMMUNITY

OPTIONAL OUTINGS

LAVCA sponsors optional outings for students and families on a regular basis that enhance the K12[®] curriculum/learning activities. While attendance is not mandatory, it is a wonderful opportunity to meet other school participants and have conversations about our children and programs and share practices that work. Outings are opportunities for both the students and parents to socialize. It is our hope that the teachers and parents will work together to plan and implement these activities. Parents are responsible for the cost of transportation and any entrance fees associated with optional outings. When reservations and payments must be made in advance, payment must be made in the form of a money order. The payment should be mailed to us. While credit for field trips is not offered in lieu of the regular curriculum for most outings, attendance at these events can be included under supplemental time.

LAVCA expects students to dress appropriately when attending outings. 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.

LAVCA parents and students are expected to conduct themselves appropriately at all optional outings. Parents are responsible for supervision of their children at all times.

PARENT CONNECTIONS

Parents are encouraged to become involved in their school community through participation in outings and clubs and also arranging other “non-official” outings with LAVCA parents. Parents may freely meet and organize unofficial outings as they wish. These outings are not considered “official” outings unless a LAVCA representative attends.

A school directory is housed in the OLS. The directory allows parents and students to search for other community members based on grade levels of students, geography, and areas of interest. The directory is updated to allow parents to complete an informational form and search for other parents based on interests, such as scrapbooking or hiking. The information provided in the school directory is not intended for commercial use.

INDIVIDUALIZED LEARNING PLAN (ILP)

In order to better satisfy each student’s individual learning needs, LAVCA teachers collaborate with parents and students to establish individual student curriculum goals. These goals are designed to both clarify and guide the student’s learning experience while motivating the student and increasing the

likelihood of high academic achievement. Progress goals will be based on a student's enrollment date, and these goals will be written to ensure a student meets or exceeds standards.

FAMILY DIRECTORY

Parents are able to find other parents by location of their homes and student grade levels. Parents may search by name and other information in a parent profile. The parent directory is accessed through the community link in OLS. A parent's status changes, such as moving across town or changing an e-mail address is automatically updated in the directory when a parent updates the information in OLS under my account. There is an online opt-in/out capability on the OLS so parents can easily include or exclude themselves from the directory.

OTHER POLICIES AND HELPFUL INFORMATION

OBJECTIONABLE MATERIALS POLICY

There may be times a parent finds certain lessons, books or materials objectionable for various reasons. If a parent finds objectionable material, he/she should contact his/her LAVCA teacher via e-mail. Teachers work with parents 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. Parents should also contact K12® directly using the feedback option of the OLS®.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Education Rights and Privacy Act (FERPA) provide parents and students over 18 years of age ("eligible students") certain rights regarding 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 Head of School that identifies the record (s) they wish to inspect. The Head of School 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.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the Head of School, clearly 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 him/her of his/her 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 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 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, the parent 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
- Sports activity sheets, such as for wrestling, showing weight and height of team members

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 requires 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
- athletic information

- grade level
- activities and clubs

SCHOOL PROPERTY

LAVCA provides materials, computer (if applicable), printer, books and other curricular supplies. These materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program or completion of the school year. 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. Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

STUDENT RECORDS

Student records are maintained at the LAVCA office. Parents/legal guardians may contact the LAVCA office to obtain a copy of student records. If parents change their address, telephone, e-mail address, or place of employment, they are asked to notify their teacher immediately. Parents are responsible for keeping contact information current within the account setup section of the OLS®.

TECHNOLOGY ISSUES AND USAGE

All issues regarding K12® computers can be directed to K12® technical support directly. Technical support is available at 866-626-6413 between the hours of 7 am and 7 pm central time. LAVCA teachers monitor resolutions to parents' concerns through an online tracking tool. Access to the Internet via equipment and resource networks provided to families as a result of their enrollment in LAVCA are intended to serve and pursue educational goals and purposes. In addition, parents are to comply with the Use of Instructional Property Agreement completed as part of the enrollment process.

Communications and Internet access should be conducted in a responsible and professional manner reflecting the school's commitment to honest, ethical and non-discriminatory practice. Therefore the following is prohibited:

- Any use that violates federal, state, or local law or regulation.
 - Knowing or reckless interference with the normal operation of computers, peripherals, or networks.
 - The use of LAVCA Internet-related systems to access, transmit, store, display, or request inappropriate materials.
 - Any use that is deemed to adversely affect LAVCA.
- Violation of LAVCA or K12®'s Terms of Use for any LAVCA or K12® website.

INTERNET SERVICE PROVIDER (ISP) SUPPLEMENT POLICY

ISP checks are issued automatically to those families who qualify at the end of the school year. In order to be eligible for the ISP supplement, each LAVCA student in the family must meet all of the following criteria:

- Qualify for free and reduced lunch
- Enroll in LAVCA by February 1
- Be enrolled on the last day of the school year
- Participate in all required state mandated testing.
- Successfully complete assigned coursework and meet required attendance guidelines.

The amount of the supplement for those families who qualify is \$10.95 per eligible month per family.

Families with Two or More Students

Families with two or more students will receive the supplement at the rate of \$10.95 per eligible month. * One check will be issued per household.

Lost Checks

Please be aware that if an ISP check is lost, LAVCA does not automatically reissue a check to that family. If a check is lost, parents need to notify the Operations Manager within 30 days for a replacement to be issued.

WITHDRAWALS

Parents of students who are withdrawing from the Louisiana Virtual Academy must contact each student's homeroom teacher to request a withdrawal. Parents must provide a reason for the withdrawal and information regarding future educational plans for each student. If the student will be homeschooled, the parent must provide the name of the curriculum they will be using and fill out the Home Study Application at https://webapps.doe.louisiana.gov/homestudy_app/homestudy_app.aspx.

COMPLAINT RESPONSE PROCEDURES

The Louisiana Virtual Charter Academy is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. LAVCA prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, or religion.

The student and parent(s), custodian(s) or legal guardian(s), address in writing any concern or grievance to the Head of School. The Head of School responds within ten (10) working days.

If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s) or legal guardian(s) may, within ten (10) working days of the Head of School's response, request in writing a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. He/she investigates and responds 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 the CSAL Board. The CSAL governing body may address the complaint directly.

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. 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 parents or relatives other than their legal guardians.

HEARING AND VISION SCREENING

Students in grades K,1,3,5,7,9 and 11 need a hearing and vision screening. LAVCA offers this at the orientation sites before school begins. Students who do not complete this at the initial orientations will also be given access to the form to take to their primary care provider to make arrangements for this to send to Louisiana Virtual Academy.

QUESTIONS OR CONCERNS

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

- Step 1.** All concerns and issues should first be directed to the student's homeroom teacher or advisor via phone or kmail. If a LAVCA teacher cannot resolve the issue, he/she directs the parent to the appropriate contact for assistance.
- Step 2.** If the concern is not resolved at this level, parents are advised to contact an administrator at the LAVCA office (504) 322-7543.

LC EXPECTATIONS

Serving as the learning coach is a full-time job. LAVCA's program is challenging. As a learning coach you can expect to work six hours per day with your student providing guidance and support. The Online School® and its curriculum have the flexibility that allows for students to be challenged according to their mastery of skills. Most students spend between 25 and 50 percent of their day actually online and the remainder of their time working off line completing **assignment in workbooks, printed lessons, or other related activities**.

LAVCA has chosen the K12® curriculum because it is designed to help children exceed state, national and international standards. Lesson planning, materials preparation, progress planning, teaching and the administration of a student's day-to-day education are both exciting and challenging. All of these things require parental commitment to the discipline and organization implicit in the skills needed to manage a first-class education.

Please read the "I Understand and Agree" statements below very carefully as these expectations should be a part of each parent's calculation of commitment as a LAVCA parent. While these expectations were included in the application packet, now is a good opportunity to revisit that commitment.

I UNDERSTAND AND I AGREE

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

- ❖ I understand that my student is enrolled in a public school with attendance requirements that I am expected to meet. The state requirement is an average of 6 hours per day. Please see the Instructional Time section of the Parent/Student Handbook for more information. Students who have poor attendance (insufficient hours recorded over time in the system) may be referred to the juvenile courts system as a truant student in need of supervision.
- ❖ 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. **LAVCA does not consider it acceptable to leave a student home alone or unsupervised to complete coursework.**

- ❖ I understand and agree that student progress is an expected part of the LAVCA program in addition to the hours logged, and that my student is expected to complete the work of one grade level in one academic year. I understand that my student should be completing assignments each week in each subject. I am committed to ensuring that my student meets this expectation.
- ❖ I understand and agree that I am expected to follow the guidance and support of a certified teacher in implementing the LAVCA program with my student.
- ❖ I understand and agree that I am expected to participate in regular conferences and meetings with my student's teacher, and that I must submit work samples as requested.
- ❖ I understand and agree that, as students in a public school, LAVCA students are required to participate in state testing, PLA testing and Benchmark testing. I understand my child is expected to fully participate in the testing at his/her enrolled grade level and that I am required to provide transportation to all testing sites regardless of distance.
- ❖ I understand and agree that it is my responsibility to secure an Internet service provider and that I am reimbursed according to the school policy and compliancy with the program, as described in this handbook.
- ❖ I understand and agree that LAVCA is a full-time public school program and that my student may not be enrolled in any other full-time or part-time school.
- ❖ I understand that if my child receives special services, they may not be provided in the home and I must provide transportation to those services.

REQUIRED SIGNATURE PAGE

Dear Parents and Students:

You have just reviewed the Louisiana Virtual Charter Academy Student/Parent Handbook. We have attempted to cover all the important rules, regulations, and procedures for which you are responsible during this school year. Your success at the Academy is equal to your effort and desire. **Please reply to your homeroom teacher by Friday, August 26, 2016.**

To confirm receipt and reading of the handbook please complete the following steps:

- 1) Send an email to your homeroom teacher
- 2) Type the sentences below into the email.

We have read and reviewed the Louisiana Virtual Charter Academy's Parent-Student Handbook including the "I understand" statements and FERPA guidelines. In signing, we indicate an awareness and understanding of the school practices and procedures set forth herein and our willingness to abide by them.

3) Type your name and the student's name.