

# Warren County Virtual Community School



Student Handbook  
2009-2010



# WCVCS STUDENT/PARENT HANDBOOK

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# Warren County Virtual Community School Governing Board



John K. Lazares ~ Superintendent  
Tom Isaacs ~ Ast. Superintendent/Bd. President  
Bonnie Milligan ~ Treasurer  
Dan Bennett ~ Board Vice-President  
Mark North ~ Board Member  
Patrick Dubbs ~ Board Member

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The Warren County Virtual Community School does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex or age in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act.



**August, 2009**

**On behalf of the Warren County Virtual Community School, I would like to welcome the students and parents to our school.**

**In 2001, ninety percent of school-age children used computers, and nearly three in four used the Internet to complete school assignments. Virtual schools are shaping K-12 education by breaking down barriers, creating interesting ways to measure subject-matter mastery and serving the diverse needs of today's students. Virtual schools represent a renewal of education systems that will help give every member of the digital generation the skills needed for success in the 21<sup>st</sup> century.**

**John K. Lazares, Superintendent  
Warren County Virtual  
Community School**

**WARREN COUNTY VIRTUAL COMMUNITY SCHOOL  
STUDENT HANDBOOK  
ACKNOWLEDGEMENT FORM  
2009-2010**

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Student Name (please print)

---

Student Grade Level

*Our signatures indicate that we received, read, and understand the responsibilities outlined in  
the*

**2009-2010 STUDENT HANDBOOK**

*I am aware this handbook is available electronically through [www.wcvcs.com](http://www.wcvcs.com) or I may request a  
copy of the handbook at anytime by contacting the Warren County Virtual Community School.*

---

Student's Signature

Date

---

Parent/Legal Guardian's Signature

Date

*This form must be completed and returned to the  
WCVCS' Central Office*

# Warren County Virtual Community School

## *At Risk CONVERSION COMMUNITY SCHOOL*

### **Brief Overview**

The Warren County Virtual Community School is an innovative school that is a cooperative effort with the Wayne Local School District. The WCVCS uses technology to reach a diverse student population. The school is designed for students who have a desire for, and whose education can be optimized by, a program of online instruction in an independent environment that does not include most ancillary components of a more traditional education. Because the focus is on distance learning, the ability of students to learn independently in their own homes using an online educational program is an essential element of the school's program. The program will permit the use of a "blended" approach to the delivery of educational services designed to provide the optimum balance between online and traditional instruction for each student.

The new conversion school will provide a unique opportunity to attract and serve certain students who may be currently functioning outside the regular public school setting and who may benefit from the more fully rounded educational experience which can be achieved through a combination of online and traditional school settings. .

### **Mission Statement**

*Warren County Virtual Learning School's mission is to provide students with a high personal and continuous connection to learning through an Internet based education. We believe that people are empowered by their independent use of information technologies and that they are united by opportunities to share resources and communicate in our local and global communities. We deem that this quality instructional alternative will serve individual needs and prepare the student to be a contributing member of society. The Warren County Virtual Community School will develop in each student the art of communication, the ability to engage in critical thinking and to demonstrate the mastery of the academic building blocks necessary for a successful future.*

### **Educational Philosophy and Beliefs**

Warren County Virtual Community School's educational philosophy can be summarized with the following statements: We will strive to take students at their current academic levels, build upon that foundation, and increase achievement at developmentally appropriate rates and levels. We will do this with the assistance of technology and competent instructors in a cost-efficient manner. Our ultimate goal is to provide applicable skills that will allow students to be lifelong learners and intelligent decision-makers. Another important factor woven into the school is the belief that effective education is a cooperative venture between the students, teachers, support staff, and the primary care givers. Furthermore, in many instances the local public schools, organizations, and social services can provide valuable support. In short, a teaming process will be critical to the success of the program.

**Beliefs:** Our core beliefs are succinctly stated as follows:

- The effective delivery of educational services and resources is critical to our mission.
- Ongoing planning, assessment, and evaluation drive a growing, dynamic organization and provide for the effective use of resources.
- Empowering the learning community through technology is a vital necessity.
- Sound educational decisions are driven by accurate data.
- A well-trained and talented staff that continually upgrades its skills is a requirement for a successful organization.
- A spirit of teamwork and cooperation within the organization and with our educational partner, must be encouraged and nurtured.



## Warren County Virtual Community School

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general school information, rules and procedures and is not intended to either enlarge or diminish any Board policy or administrative regulation. Material contained herein may therefore be superseded by such Board policy or administrative regulation.

Any information contained in this student handbook is subject to unilateral revision or elimination from time to time without notice.

No information in this document shall be viewed as an offer, expressed or implied or as a guarantee of any employment of any duration.

### **ADMISSION (THE REGISTRATION PROCESS MUST BE COMPLETED IN PERSON)**

A student seeking enrollment in the WCVCS must meet all academic, age, immunization, and other eligibility prerequisites for admission as set forth in state law, Board policy and administrative regulations. Students and their parents should contact the Central Office for admission requirements and enrollment information. Students who reside within a 50 mile radius of Lebanon, OH may enroll in the Warren County Virtual Community School. Students under the age of 18 must be enrolled by their parent/legal guardian. When enrolling students, parents must provide copies of the following.

- A. Original Birth Certificate or Passport
- B. Child's Social Security Card (optional)
- C. Proof of Custody/Court Ordered Placement (if applicable) Divorce Decree, date stamped and signed by judge/magistrate. Note: If you are in the process of acquiring custody, you must provide a letter from you attorney stating the date of the proceedings; there is a 60 day legal completion process for the student to continue enrollment at WCVCS.
- D. Proof of Residency, (rental/lease agreement, copy of Deed, settlement statement, land contract or purchase contract
- E. Shot/Immunization Records
- F. Custodial Parent/Legal Guardian's Driver License/State ID
- G. Student's Driver License

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment.

Students eighteen (18) years of age or older are not required to be accompanied by a parent when enrolling. When residing with a parent, these students are encouraged to include the parents in the enrollment process. When conducting themselves in school, adult students have the responsibilities of both student and parent.

A student who has been suspended or expelled by another public school in Ohio may be temporarily denied admission to the school during the period of suspension or expulsion even if that student would otherwise be entitled to attend the school. Likewise, a student who has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired may be temporarily denied admission to the school during the period of expulsion or removal or until the expiration of the period of expulsion or removal which the student would have received in the school had the student committed the offense while enrolled in the school. Prior to denying admission, however, the Superintendent shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the Superintendent determines to be relevant.

**ADMISSION (cont'd)**

If a student has recently been discharged or released from the custody of the Department of Youth Services (DYS) and is seeking admittance or re-admittance into the school, the student will not be admitted until the following records required to be released by DYS to the Superintendent have been received:

1. An updated copy of the student’s transcript.
2. A report of the student’s behavior while in DYS custody.
3. The student’s current individualized education program (IEP), if an IEP has been developed for the child.
4. A summary of the instructional record of the child’s behavior.

**STATE/DISTRICT ASSESSMENTS**

Unless, exempted, each student must pass all portions of the State-mandated assessment test as a requirement for graduation. All students must participate in State required testing. The OGT test will be administered twice a year, beginning in Spring of their Sophomore year, until the student passes all parts of the test. Students are only required to retake those parts of the test they have not yet passed. While the School does schedule make-up dates for testing, students should avoid unnecessary absences.

**2009-2010 Testing Dates**

**October 26 -30, 2009;** *Grade 11-12:* Ohio Graduation Tests (all five tests)

**March 15-19, 2010** *Grades 10-12:* Ohio Graduation Tests (all five tests)

**June 14-25, 2010;** *Grades 10-12:* Ohio Graduation Tests (all five tests)

Additional group tests may be administered to students to monitor progress and determine educational mastery levels. These tests help the staff to determine instructional needs. Classroom tests/course tests are given to students to assess progress and assign grades. These are selected or prepared by teachers to assess student achievement on specific objectives.

**HOUSE BILL 66**

House Bill 66, section 3314.26 ORC, requires e-community schools to withdraw from enrollment any student who was enrolled in any public school district at the time of, and required to take the spring administration of their grade level Achievement or Graduation Test, but who failed to take one or more of those grade level tests for the two prior consecutive years.

**ATTENDANCE**

All students between the ages of 6 and 18, who have not completed grade 12, are required to attend school unless otherwise exempted by law. School staff will monitor and report violations of the state compulsory attendance law. Attendance is based on lessons or work completed. Each lesson represents five (5) hours of school attendance. A full time student is required to attend (complete) a minimum of 25-30 hours of school per week (according to the number of courses assigned) or 920 hours per school year. The school’s attendance policy includes but is not limited to the following.

1. The student will be automatically withdrawn if the student, without legitimate excuse, fails to participate in 105 consecutive hours of learning opportunities offered to the student; and/or
2. At the end of the thirtieth day after the student has failed to participate as required.
3. Students are required to meet face to face with teachers/administrators at least two times per year. Time and place will be determined by the school’s director.

## **Truancy Intervention Program**

To track and verify student attendance and participation, the WCVCS will adhere to the following procedures.

### 10 Lessons Behind (Warning Letter from WCVCS)

WCVCS notifies the parent by letter of the student's status with incomplete lessons. Parents are asked to contact school officials for a phone or in-person conference in order to remediate the situation.

### 15 Lessons Behind (Warning Letter from the Attendance Officer)

The Warren County attendance officer will send a warning letter to the student and parent explaining Ohio's Compulsory Attendance Law and consequences of further incomplete lessons.

### 20 Lessons Behind (Truancy Intervention Meeting)

The student and parent will be invited to meet with the county attendance officer and a school official for a Truancy Intervention Meeting to be held at the Educational Service Center. Legal responsibilities of the student and parent regarding school attendance/lesson completion will be addressed and intervention provided as needed. Student and parent will be warned of the consequences of court should the student continue to be truant/not complete lessons. If the student/parent do not attend the scheduled intervention meeting (and did not make alternate arrangements with the attendance officer), and if the student is over the twenty-five lesson behind limit, charges may be filed immediately against the student and parent.

### 25 Lessons Behind (Court Charges May Be Filed)

Twenty-five lessons behind is equivalent to twenty-five absences from school. The WCVCS recognizes the initial ten lessons behind as "excused absences" for personal health-related reasons. All absences after the ten-day limit are considered unexcused (unless the parent provides doctors' excuses for days missed). Thus, the next fifteen (15) unexcused absences are considered "chronic truancy" and charges may be filed against the student and parent.

### Legal References in the Ohio Revised Code

3321.01 Compulsory School Attendance. A child between six and eighteen years of age is of compulsory school age.

2151.02 (D) Chronic Truant. Chronic truant means any child of compulsory school age who is absent without legitimate excuse for seven or more consecutive school days, ten or more school days in one school month (four weeks), or fifteen or more days in a school year. Children who are chronically truant are considered delinquent.

2919.24 Contributing to Unruliness or Delinquency of a Child. No person, including a parent, guardian, or other custodian of a child shall do any of the following: Aid, abet, cause, encourage, or contribute to a child or ward of the juvenile court becoming an unruly or delinquent child.

### Disclaimer

Nothing in this attendance policy shall prohibit or restrict the school from initiating legal action against a student and parent for failure to complete lessons at any time (within the legal provisions of the law).

I have read and understand the approved attendance policy of the Warren County Virtual Community School. I have received a copy of the policy for future reference.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Legal Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

\*\*\* If parents/student fails to attend or respond at the appointed time/level, student will be advanced to the next step of the plan if remediation does not occur before the next reporting period (15th of each month) The district will notify the parent in writing that their student is in danger of being excused from the school for nonattendance.

The written notifications will be in the native language of the parent.

**Make-Up Work & Medical Excuses**

When a student fails to submit a completed lesson due to illness, doctor’s appointment, emergency etc. on any school day they must submit the completed lesson on the next required day of attendance. If the student is absent one or more days they are granted one extra day for each day of absence to submit their make-up lessons.

**Board Meeting Dates and Place:**

Place: Warren County ESC

Time: 4:00 P.M. unless otherwise noted.

Meetings are generally scheduled for the 4<sup>th</sup> Wednesday of each month.

**School Calendar FY 10**-Since a Virtual School is operated on a completely different design than a site based school, the calendar may appear a bit different. Students may access their lessons 24/7 and have access to their teacher’s responses daily. Certain dates have been set aside for testing and reporting of student progress.

August 18 <sup>th</sup> -----	First day for students	10 days
September -----	Closed 7 <sup>th</sup>	21 days
October-----	OGT for 11 <sup>th</sup> & 12 <sup>th</sup> grades	22 days
November-----	Closed 25 <sup>th</sup> , 26 <sup>th</sup> , 27 <sup>th</sup>	18 days
December-----	Closed 23 <sup>rd</sup> thru 31 <sup>st</sup>	16 days
January-----	Closed 1 <sup>st</sup> & 18 <sup>th</sup>	19 days
February-----	Closed 15 <sup>th</sup>	19 days
March-----	OGT for 10 <sup>th</sup> , 11 <sup>th</sup> , & 12 <sup>th</sup>	23 days
April-----	Spring Break 5 <sup>th</sup> -9 <sup>th</sup> -Closed	17 days
May-----	May 28 <sup>th</sup> Last Day for Students	20 days
		Total 185 days

**COMPUTER USE**

Students will be permitted to use the school’s computers only to conduct business related to the management or instructional needs of the school or conduct research related to education consistent with the school’s mission or goals.

The school’s computers meet the following federal Children’s Internet Protection Act requirements:

1. Technology protection measures have been installed and are in continuous operation to protect against Internet access by both adults and students to visual depictions that are obscene, child pornography or, with respect to the use of the computers by students, harmful to students;
2. The on-line activities of students are to be monitored by parent or guardian.
3. Access by students to inappropriate matter on the Internet and World Wide Web is denied;
4. Procedures are in place to help ensure the safety and security of students when using electronic mail, chat rooms and other forms of direct electronic communications;
5. Unauthorized access, including so-called “hacking” and other unlawful activities by students on-line is prohibited;
6. Unauthorized disclosure, use and dissemination of personal information regarding students are prohibited;
7. Measures designed to restrict students’ access to materials harmful to students have been installed.

The school retains ownership of its computers, hardware, software and data at all times. All communications and stored information, transmitted, received or contained in the school’s information system are the school’s property and are to be used for authorized purposes only. Use of schools computers or software for unauthorized purposes is strictly prohibited. Students are not to use the computers for commercial use, political use, financial gain, or any

### **COMPUTER USE (cont'd)**

illegal activity. Students must not use the computers to encourage the use of alcohol, drugs, tobacco, or to promote unethical practices or any activity prohibited by law or Board Policy. . Students are not to use profanity, obscenity, or other language which may be offensive to others in computer transmission. Students are not to transmit material that is threatening, obscene, disruptive, or sexually explicit or that could be construed as harassment or disparagement of others based on their race, national origin, citizenship status, sex, sexual orientation, age, disability, religion, or political beliefs. Students are not to place copyrighted material on the computer without the author's permission. Students are not to make their personal home address or phone number and those of other students or colleagues public on the computer. To maintain system integrity, monitor network etiquette, and ensure that those authorized to use the school's system are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications.

Files and other information, including E-mail, sent or received, generated or stored on school's computers are not private and may be subject to monitoring. By using the school's system, individuals consent to have that use monitored by authorized district personnel. The school reserves the right to access and disclose, as appropriate, all information and data contained on school's computers.

Students, who violate Board policy, administrative regulation, shall be subject to discipline up to and including expulsion and/or revocation of school's system access up to and including permanent loss of privileges. Violations of law will be reported to law enforcement officials.

### **CONDUCT**

Students are responsible for conducting themselves properly, in accordance with the policies of the school and the lawful direction of staff. The school has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and statutes.

### **Student Rights and Responsibilities**

The WCVCS's rules and procedures are designed to allow students to be educated in an alternative environment. All students are expected to follow staff member's directions and to obey all school rules.

Adult students (age 18 or older) must follow all school rules and are encouraged to include their parents in their educational program.

If a student resides in the school service area with a grandparent and is the subject of a: 1) power of attorney designating the grandparent as the attorney-in-fact; or 2) a caretaker authorization affidavit executed by the grandparent that provides the grandparent with authority over the care, physical custody, and control of the child, including the ability to enroll the child in school, consent in all school related matters, and discuss with the School the child's educational progress, the student's grandparent may enroll the child in school on a tuition free basis. However, in addition to the above referenced documents that are typically required for enrollment, the grandparent must provide the School with duly executed and a notarized copy of a power of attorney or caregiver authorization affidavit.

Among these student rights and responsibilities are the following:

1. Civil rights - including the right to equal educational opportunity and freedom from discrimination, the responsibility not to discriminate against others;
2. The right to attend free public schools, the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
3. The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure his/her rights;
4. The right to free inquiry and expression, the responsibility to observe reasonable rules regarding these rights;
5. The right to assemble informally, the responsibility to not disrupt the orderly operation of the educational process, nor infringe upon the rights of others;
6. The right to privacy, which includes privacy in respect to the student's education records;
7. The right to know the behavior standards expected and the responsibility to know the consequences of misbehavior.

### **Student Code of Conduct**

The school has authority and control over a student when on site at school during the regular school day, at any school-related activity, regardless of time or location and while being transported in school-provided transportation.

Students will be subject to discipline including, suspension, expulsion, denial and/or loss of awards and privileges and/or referral to law enforcement officials for the following, including but not limited to:

1. Assault
2. Hazing, harassment, intimidation, bullying or menacing - Hazing/Harassment/Intimidation/Bullying./Menacing and accompanying administrative regulation].
3. Coercion;
4. Violent behavior or threats of violence or harm .
5. Disorderly conduct, including disruption of the school environment.
6. Bringing, possessing, concealing or using a weapon .
7. Vandalism/Malicious Mischief/Theft [as prohibited by Board policies - Care of School Property by Students including willful damage or injury to school property; or to private property on school premises or at school-sponsored activities.
8. Sexual Harassment.
9. Use of tobacco, alcohol or drugs, including drug paraphernalia.
10. Use or display of profane or obscene language.
11. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials.
12. Violation of law, Board policy, administrative regulation, school or classroom rules.

### **CONFERENCES**

Students and parents may expect teachers to request a conference: (1) if the student is not maintaining passing grades or achieving the expected level of performance; (2) if the student is not maintaining behavior expectations. or (3) in any other case the teacher considers necessary. These conferences may be held via telephone, e-mail or face-to-face.

The school encourages a student or parent in need of additional information or with questions or concerns to confer with the appropriate teacher, counselor or principal. A parent who wishes to confer with a teacher may call the office for an appointment to request that the teacher call the parent to arrange a mutually convenient time.

### **COUNSELING (Academic)**

Students are encouraged to talk with the school's teachers and administrators in order to learn about the curriculum, course offerings and graduation requirements. All students in grades [9-12] and their parents shall be notified annually about the recommended courses for students.

## **COURSE CATALOG**

Each one-year course contains 36 weeks of lessons, with a four to five hour workload per lesson (totaling approximately 144 class hours). A semester course contains eighteen four to five hour lessons. Students may take four or five courses concurrently throughout the four-year period, or take courses consecutively by beginning a course anytime during the year.

All courses can be adapted to the Carnegie Unit system. For example, 1.0 credit in the Aurora system equal 1 Carnegie unit, and .5 credits in Aurora Learning correspond to 0.5 Carnegie units.

# MIDDLE SCHOOL COURSES

## GRADES 6-8

***\*\*Middle School Courses are available for purchase by parents/districts for students in grades 6-8. Parents must receive written prior approval from the student's district. They must also complete an application and course selection worksheet***

### *6<sup>th</sup> Grade Courses*

#### **English 6--2 semesters**

English 6 continues to build upon Basic English and study skill topics, emphasizing literary analysis and expository writing. The course includes well-loved classics of English literature, drama and satire.

#### **Math 6--2 semesters**

Math 6 covers decimals, the metric system of measurement, percentages, ratios, multiple-step word problems, and basic geometry. The emphasis is upon applying math skills in problem-solving situations.

#### **Life Science 6--2 semesters**

In studying such topics as cell structure, plant life and photosynthesis, the classification of life, and the functions of the human body, Life Science 6 emphasizes an experiential approach that gives children the opportunity to discover scientific principles through hands-on activities.

#### **Ancient Civilizations 6--2 semesters**

Ancient Civilizations 6 consists of an integrated experience that includes the history, geography, literature, arts, and crafts of the cultures studied.

#### **6<sup>th</sup> Grade Online Enrichment--2 semesters**

Thirty-six online lessons integrate the core subjects of English, Science, and Social Studies. Students learn about such varied subjects as Ancient art, Leonardo da Vinci, the rainforests, and Egypt. Assignments regularly include creative-writing projects.

#### **6<sup>th</sup> Grade Health & Physical Education Portfolio--2 semesters**

The 6th Grade Health & Physical Education Portfolio combines a semester of PE with a semester of Health, all in a fun, online workbook format. Students choose their own Physical Education activities while completing lessons and activities about Health. Some of the Health topics covered include: puberty, HIV-AIDS, exercise, nutrition, dental health, preventing and treating injuries, sun (burns, cancer), bites and stings, safety, poison prevention, and evaluating reliable health information on the Internet.

### *7<sup>th</sup> Grade Courses*

#### **English 7--2 semesters**

In addition to building core skill areas, English 7 covers many literary genres as well as a variety of compositional forms, including narratives, critiques, short stories, poetry, and persuasive essays.

#### **Math 7--2 semesters**

Math 7 covers decimal numbers, money, fractional parts, linear measurement, area, perimeter, volume, solids, percents, ratios, probabilities, and angle measurement.

#### **Earth Science 7-- 2 semesters**

Earth Science explores such topics as the solar system, plate tectonics, fossils, weather patterns, and Earth's natural history. The course places emphasis on an experiential approach that provides opportunities for students to become involved in the scientific process.

**World History 7--2 semesters**

Students study American history in the context of world history, from the Age of Enlightenment to the present. The course emphasizes the patterns of history, the people who made history, and children's historical literature.

**7th Grade Health & Physical Education Portfolio--2 semesters**

The 7th Grade Integrated Health and Physical Education Portfolio combines a semester of PE with a semester of Health, all in a fun, online workbook format. Students choose their own Physical Education activities while completing lessons and activities about Health. Health topics include: human senses, systems of the body, and proper care of the growing body.

**7<sup>th</sup> Grade Online Enrichment--2 semesters**

Thirty-six online lessons integrate the core subjects of English, Math, Science, and Social Studies. Each week students go to our password-protected site for a new lesson that directs them to exciting websites, where they learn about such varied subjects as Rome, origami, the Taj Mahal, and the Iditarod dogsled races. Assignments regularly include creative-writing projects.

## *8th Grade Courses*

**English 8--2 semesters**

Emphasizes on creative writing skills while honing research, writing and proofreading skills. Continued teaching of vocabulary with word analogies, grammar, and literary analysis. Provides a strong preparation for high school.

**Math 8--2 semesters**

Explores the use of fractions, mixed numbers, decimal numbers, and basic geometry, then introduces and practices the beginning concepts of algebra in preparation for high school algebra.

**Physical Science 8--2 semesters**

Focuses on the principles of physical science, including mass, energy, force, the laws of motion, work, magnetism, light and sound, color, and electricity, using an experiential approach.

**Civics 8--2 semesters**

Civics 8 is a study of the champions of freedom, federal, state, and local governments, and the economic system. The course's approach to understanding social issues includes critical thinking, research and case studies.

**8th Grade American History--1 semester**

This fascinating course is a fun, enlivening study of early American Colonial history. Students follow the lives of our ancestors as they go to school, build cities, fight wars, and work out settlements for peace.

**8<sup>th</sup> Grade Health--1 semester**

This eighteen-week course covers a variety of topics within the areas of disease prevention, human growth and development, substance abuse prevention, nutrition, and the importance of taking responsibility for one's own health. The content of this course follows the areas of traditional health education, building a foundation for health in 9th-12th grades.

**8<sup>th</sup> Grade Health & Physical Education Portfolio--2 semesters**

The 8th Grade Health & Physical Education Portfolio combines a semester of PE with a semester of Health, all in a fun, online workbook format. Students choose their own Physical Education activities while completing lessons and activities about Health. Some of the Health topics covered include: peer and family relationships, drug and alcohol abuse, AIDS, diet, and time management.

## ADDITIONAL JUNIOR HIGH COURSES

**Integrated Science 6<sup>th</sup> 8<sup>th</sup> grade--1 semester**

Integrated Science introduces students to the world of science as it relates to such topics as hurricanes, weather stations, lasers, magnets, hummingbirds, polar bears, and botanical gardens. The course contains hands-on activities and experiments.

### **Junior High Power-Glide Spanish 1 7<sup>th</sup>-8<sup>th</sup> grade--2 semesters**

This course is geared to make learning as natural and entertaining as possible. Providing a rich experience in communication, the course is fun and engaging as it focuses on music, stories, memory aids, diglot weaves, you-are-there adventures, individual Learning Style activities and pictographs (rather than grammar rules, rote memorization, and drills). Junior High Power-Glide Spanish 1 includes a page-by-page commentary as well as instructions, objectives, lesson plans, tips, cultural information, and suggestions for additional activities. The course includes six comprehensive listening tapes, workbook, learner's guide, tests, and Learning Springs Study Guide to help students and teachers measure learning. *Materials required*

### **Junior High Power-Glide Spanish 2 7<sup>th</sup>-8<sup>th</sup> grade--2 semesters**

A continuation of the Junior High Power-Glide Spanish 1 program, with additional grammar, vocabulary, speaking and listening practice. *Note: If you have purchased "The Learning Springs Package" for Spanish 1, you will not need to buy a new one for Spanish 2.*

### **Intro to the Internet 7<sup>th</sup>-8<sup>th</sup> grade--1 semester**

This eighteen-week course gives students a basic understanding of how to navigate and search for information on the Information Super Highway, the Internet. The Internet will become a familiar resource tool for future Learning Springs studies and explorations.

## HIGH SCHOOL COURSES

### **MATHEMATICS**

#### **Pre-Algebra 9<sup>th</sup>--2 semesters 1.0 credit**

Pre-Algebra, supported by the straightforward, user-friendly Omega Math website, explores the building blocks of Algebra and basic math. It covers all the essential topics needed to be successful in future Algebra courses, including fractions, order of operation, decimals, word problems and topics from Geometry. All lessons encourage self-grading practice questions, geared toward the successful performance on tests given twice at the end of each chapter. *College prep.*

#### **(AG) Algebra I 9<sup>th</sup>-10<sup>th</sup>-- 2 semesters 1.0 credit**

An auto-graded version of the Algebra 1 course, with 20 to 2.5 self-scoring multiple choice questions per lesson, detailed examples and demonstrations, and fun, interactive games. *College prep.*

#### **Algebra I 9<sup>th</sup>-10<sup>th</sup>--2 semesters 1.0 credit**

Algebra 1 picks up from the end of Pre-Algebra to continue and prepare students for Intermediate and Advanced Algebra. Algebra 1 is supported by the informative and user-friendly Omega website. Topics include: exponents, word problem, order of operations, graphing and linear systems, among others. *College prep.*

#### **Algebra II 10<sup>th</sup>-12<sup>th</sup>--2 semesters 1.0 credit**

Elaborating on the lessons learned in Pre-Algebra and Algebra 1, Algebra 2 broadens its scope to include all the essential topics needed to be successful in College Algebra, Pre-Calculus or Trigonometry. Algebra 2 is supported by the informative, user-friendly Omega website. Topics include: functions, logarithmic functions, exponential functions, complex numbers and more. *College prep.*

#### **Geometry 9<sup>th</sup>-11<sup>th</sup>--2 semesters 1.0 credit**

Plane Geometry employs the Omega Math website to present concepts of Euclidean space, proofs using deductive reasoning, an introduction to three-dimensional space, and applications of two and three-dimensional spaces. Topics include: logic and proof, properties of triangles, polygons, circles, area and perimeter, surface area and volume. *College prep.*

## ENGLISH

### **English Fundamentals 9<sup>th</sup>**--2 semesters 1.0 credit

English Fundamentals provides students an introduction to sophisticated literary analysis, multiple modes of writing, and various literary genres. It also maintains a strong emphasis on vocabulary enrichment and grammar. Each lesson integrates basic terms, vocabulary words, reading passages and a writing assignment. The course is geared toward independent thinking, building from basic reading comprehension and grammar exercises in the beginning to comparative text analysis and grammatical self-correction by the end. The course includes two review lessons and frequently draws from previous lessons to inform and enrich later ones. *College prep.*

### **(AG) English Fundamentals 9<sup>th</sup>**--2 semesters 1.0 credit

An auto-graded version of the Fundamentals of English course, with added photographs, multimedia, and 20 to 2.5 self-scoring questions per lesson, in addition to a weekly essay question. (AG) English Fundamentals has added topics on writing mechanics, vocabulary, and a “reader’s response” section to prompt literary analysis.

*College prep.*

### **Honors English Fundamentals 9<sup>th</sup>**--2 semesters 1.0 credit

A reading and writing-intensive version of our Fundamentals of English course. Students read classic and contemporary literature including excerpts from *The Odyssey*, *The Call of the Wild*, and the works of O’Henry, Mark Twain, and William Shakespeare. *College prep.*

### **Literature of the World 10<sup>th</sup>**--2 semesters 1.0 credit

Students read short stories, poetry, drama, biographies, and essays about people and places in other countries. Course themes help students bridge the gap between their own and other cultural and historical contexts. Expanded sections on contemporary, European, African, and Asian literature enrich students’ perspectives of today’s global society. Stories past and present are presented with equal enthusiasm. Additional books, an encyclopedia, and other reference materials may be required to fulfill writing requirements. *College prep.*

### **Honors World Literature 10<sup>th</sup>**--2 semesters 1.0 credit

A reading and writing-intensive version of our World Literature Online course. Students read works such as *Beowulf*, *The Epic of Gilgamesh*, *The Illiad* and other favorite tales. *College prep.*

### **Literature of America 11<sup>th</sup>**--2 semesters 1.0 credit

Presented in anthology form, this course helps students develop the tools and perspectives necessary to read American literature with care, understanding, and enjoyment. The course includes the historical development of American literature from the Colonial period to the 20th Century. It combines a carefully selected collection of short stories, essays, poems, and plays, with a comprehensive guide to writing essays and reports. Additional books, magazines, encyclopedias, and other reference materials may be required to fulfill written requirements. *College prep.*

### **Honors American Literature 11<sup>th</sup>**--2 semesters 1.0 credit

This course is a reading and writing-intensive version of our Literature of America course. (See the Literature of America description for detailed information.) *College prep.*

### **British Literature 12<sup>th</sup>**--2 semesters 1.0 credit

Through the voices of a diverse group of authors, thinkers, and prominent political and cultural figures, British Literature surveys the history of the English language from the Old English period through the contemporary writers of today. Through the careful study of poetry, prose, essay, drama, and other literary genres, students refine the skills of critical thinking and rhetoric through thought-provoking writing and research assignments. By using lively websites and integrating comparative elements across theme, historical period and interpretive medium, British Literature offers a dynamic multimedia approach to the study of literature. *College prep.*

### **Shakespearean Literature 12<sup>th</sup>**--1 semester .5 credit

This eighteen-week course examines William Shakespeare’s sonnets and his play, *Julius Caesar*. Students also examine the controversy of authorship. Did William Shakespeare really write the plays, or was it the Earl of Oxford or Christopher Marlowe? Shakespearean Literature is designed to introduce students to the works of Shakespeare as well as stimulate those who are familiar with his style of writing. Shakespearean Literature can be combined with Drama in Literature to make a full year (2 semester) course. *College prep.*

### **Honors Shakespearean Literature 12<sup>th</sup>--1 semester .5 credit**

This eighteen-week course is a reading and writing-intensive version of our Shakespearean Literature course. Students study and interpret the works of William Shakespeare such as *Hamlet*, *A Midsummer's Night Dream* and *Romeo and Juliet*. Honors Shakespearean Literature can be combined with Honors Drama Literature to make a full year (2 semester) course. *College prep*.

### **Drama in Literature 12<sup>th</sup>--1 semester .5 credit**

In this course, students look at some of the great periods of creativity in theater and read influential dramas from major literary periods. The course begins with a study of the Greek tragedy, *Antigone*. Students then move on to the Elizabethan Age and study Shakespeare's *The Tempest*. For the Victorian Era, students read Oscar Wilde's *The Importance of Being Earnest*. The course concludes with an examination of the existentialist dramas of the Twentieth Century, including Jean-Paul Sartre's play, *No Exit*. In addition to reading plays, students study elements of stagecraft and production during each major dramatic period and read author biographies. Drama in Literature can be combined with Shakespearean Literature to make a full year (2 semester) course. *College prep*.

### **Honors Drama Literature 12<sup>th</sup>--1 semester .5 credit**

A reading and writing-intensive version of our Drama in Literature course. Students read dramatic works from various historical periods, including classical Greece, the Renaissance, the Enlightenment, the Victorian era, and the Twentieth Century. Students study notable dramatists throughout the ages, from Sophocles to Sartre. Students also learn about various aspects of stagecraft, dramatic conventions, and genres. For their final projects, students write and critique their own dramatic plays. Honors Drama Literature can be combined with Honors Shakespearean Literature to make a full year (2 semester) course. *College prep*.

### **Mythology 9<sup>th</sup>-12<sup>th</sup>--2 semesters 1.0 semester**

Through the study of myths, folk tales, and legends of the Romans, Greeks, Chinese, Russians, and cultures of the Middle East, students learn to develop their own creative ideas. Mythology is an excellent course for students who have not enjoyed English and for students who like to use their imagination. Mythology has been a very popular course with our male students.

### **Writing from Mythology 9<sup>th</sup>-12<sup>th</sup>--2 semesters 1.0 semester**

This is a great course for students seeking a gentle introduction to analytical reading. The plots, characters and themes of myths are explored and students use their knowledge of the myths as a foundation for their own creative writing. Classical Greek mythology is the main focus of the course, giving students important foundational knowledge about these themes that are ever-present in literature and art. Students visit Mount Olympus and get to know all the gods and goddesses along with their personalities and adventures. There are many opportunities for creative expression.

### **World Mythology 9<sup>th</sup>-12<sup>th</sup>--2 semesters 1.0 semester**

In World Mythology, students will explore creation myths, trickster tales and hero journeys from all around the globe. Each lesson will examine a different myth in an integrated study of history, culture, literature and the arts. From ancient Egypt to the Aztec empire, the Chinese to the Celts, students will study how myths are used and interpret their meanings. They will build on fundamental reading comprehension and analytic skills as they journey through museum exhibitions, visit archaeological digs and listen to traditional storytellers. World Mythology is an engaging English course for students who have not enjoyed English courses, and for students who like to use their imaginations.

### **Creative Writing 9<sup>th</sup>-12<sup>th</sup>--1 semester .5 credit**

Creative Writing is a friendly, student-centered course written for all skill levels, and it fosters creative writing in a variety of forms. Students explore journal writing, poetry, fiction, and nonfiction, such as letter writing and technical writing.

### **Journal Writing 9<sup>th</sup>-12<sup>th</sup>-- 1 semester .5 credit**

The reasons for keeping a journal are many. It can aide in self-reflection, clarify ideas, or simply serve as amusement. Whatever the reason, the act of putting pen to paper (or fingertips to keyboard, as the case may be) is empowering. Journal Writing encourages the young writer through a variety of activities such as free writing, response to literature, prompts, graphical activities that allow the student to express him or herself via creation of cartoons, logos, "tags" and signatures, and finally, production of one's own book.

### **Writing Tutorials 9<sup>th</sup>-12<sup>th</sup>--1 semester .5 credit**

Writing Tutorials help students sharpen their writing skills in a non-threatening, step-by-step approach. The following kinds of essays are analyzed and practiced: compare/contrast, persuasive, eyewitness report, critical review, reflective, interpretive, narrative prose, research. Students learn to use the writing process from brainstorming to outlining, to drafting and revising. They learn how to cite sources correctly in different types of writing, visiting an array of websites that teach the skills and practices of sound writing. Each lesson provides a rubric, so students know exactly how their writing will be evaluated. *College prep.*

## SCIENCES

### **General Science 9<sup>th</sup>-12<sup>th</sup>--2 semesters 1.0 credit**

General Science offers students a fun, non-threatening introduction to the world of science. Students visit some of the best sites on the web and have the opportunity to conduct independent research. Several of the lessons contain hands-on activities and experiments. The course covers several different branches of science, including topics such as: hurricanes, weather stations, lasers, magnets, hummingbirds, polar bears, and botanical gardens. *College prep.*

### **Earth Science 9<sup>th</sup>-12<sup>th</sup>--1 semester .5 credit (Physical Science credit)**

Students recognize the critical importance of scientific developments in today's world through gaining basic knowledge of Earth Science. The course includes a wealth of informative, dynamic websites. Topics include: humanity's impact on earth, environmental challenges, plants, geological history, fossils, continental drift, volcanoes, ecosystems, atmosphere, erosion, glaciers, weather, climate, and the solar system. To contribute to students' learning and personal development, the course includes discussions of historical achievements in the field of earth science, career paths and options. Students also conduct weekly investigations in areas of personal interest that lead to independent research papers. Earth Science can be combined with Oceanography to make a full year (2 semester) course. *College prep.*

### **(AG) Earth Science 9<sup>th</sup>-12<sup>th</sup>--1 semester .5 credit (Physical Science credit)**

An auto-graded version of the Earth Science course, with 20 to 25 multiple choice questions per lesson, essay questions, and a vibrant multimedia presentation. (AG) Earth Science can be combined with (AG) Oceanography to make a full year (2 semester) course. *College prep.*

### **Honors Earth Science 9<sup>th</sup>-12<sup>th</sup>--1 semester .5 credit (Physical Science credit)**

This is a rigorous version of our Earth Science course. (See the Earth Science description for detailed information.) Honors Earth Science can be combined with Honors Oceanography to make a full year (2 semester) course. *College prep.*

### **Oceanography 9<sup>th</sup>-12<sup>th</sup>--1 semester .5 credit (Physical Science credit)**

Students study the ecology and diversity of the world's oceans, with particular attention paid to the complex interactions among all marine life, from the smallest microorganism to the largest sea mammal. Topics include: microorganisms, fish, life in the sea, deep sea exploration, marine mammals, coastal ecosystems, and the sea floor. Students write periodic research papers on individual areas of interest. Students also learn to use graphs, tables, maps, data and the Internet to enrich their study of this challenging and exciting course. Oceanography can be combined with Earth Science to make a full year (2 semester) course. *College prep.*

**(AG) Oceanography 9<sup>th</sup>-12<sup>th</sup>--1 semester .5 credit (Physical Science credit)** An auto-graded version of the Oceanography course, with added photographs, multimedia, and 20 to 25 self-scoring questions per lesson, in addition to a weekly essay question. (AG) Oceanography can be combined with (AG) Earth Science to make a full year (2 semester) course. *College prep.*

### **Honors Oceanography 9<sup>th</sup>-12<sup>th</sup>--1 semester .5 credit (Physical science credit)**

Honors Oceanography is a research and writing-intensive version of our Oceanography course. (See the Oceanography description for detailed information.) Honors Oceanography can be combined with Honors Earth Science to make a full year (2 semester) course. *College prep.*

**Environmental Science/Teens4Earth 9<sup>th</sup>-12<sup>th</sup>** --2 semesters 1 credit

This environmental studies course travels to the four corners of the earth where students meet people who have done amazing things for the environment. Learn about how one person can make a big difference and how students can become involved in making their home, community and world a better place to live. This course is endorsed by the United Nations Environment Programme.

**Biology 9<sup>th</sup>-12<sup>th</sup>** --2 semesters 1.0 credit (*Biology credit*)

This course teaches students the fundamental concepts of Biology. Topics include: the characteristics of life, basic chemistry, animal life, plant life, reproduction and development, genetics, evolution, diversity of living things, and ecology. Through investigation and activities, students gain firsthand experience with such learning skills and processes as observing, classifying, identifying, measuring, inferring, hypothesizing, interpreting, and predicting. Biology includes weekly thought-provoking questions answered in essay form. Students also complete semester term papers on a chosen topic. *College prep.*

**Biology with Lab 9<sup>th</sup>-12<sup>th</sup>** --2 semesters 1.0 credit (*Biology credit*)

This is an extended version of the Biology course with an added lab component complete with lab activities, observational practices, and reports.

**Honors Biology 9<sup>th</sup>-12<sup>th</sup>** --2 semesters 1.0 credit (*Biology credit*)

Honors Biology is a research and writing-intensive version of our regular Biology course. (See the Biology description for detailed information.) *College prep.*

**Honors Biology with Lab 9<sup>th</sup>-12<sup>th</sup>** --2 semesters 1.0 credit (*Biology credit*)

This is an honors version of our extended Biology with Lab course.

**Study of the Environment 9<sup>th</sup>-12<sup>th</sup>** -- 1 semester .5 credit (*Physical Science credit*)

Study of the Environment examines the interrelationships among humans and the natural world. Main topics include: ecosystems, land resources, water resources, biodiversity, pollution, waste and waste reduction, energy, and sustainable development. Emphasis is on tying solutions – and students’ roles in these solutions – to the environmental issues and problems discussed. *College prep.*

**Physics 10<sup>th</sup>-12<sup>th</sup>** -- 2 semesters 1.0 credit

This course introduces students to the fundamental principles of physics. Each lesson provides comprehensive coverage of a specific concept or topic. Some of the concepts and laws of physics covered include: mechanics, properties of matter, heat, sound and light, electricity and magnetism, atomic and nuclear physics. Prerequisite – Algebra 1. *College prep.*

**Physics with Lab 10<sup>th</sup>-12<sup>th</sup>** -- 2 semesters 1.0 credit

This course introduces students to the fundamental principles of physics. Each lesson provides comprehensive coverage of a specific concept or topic. Some of the concepts and laws of physics covered include: mechanics, properties of matter, heat, sound and light, electricity and magnetism, atomic and nuclear physics. School or household items are required for lab material. *Prerequisite: Algebra 2. College prep.*

**Honors Physics (includes Lab) 9<sup>th</sup>-12<sup>th</sup>** -- 2 semesters 1.0 credit

This honors level course introduces students to the principles of physics and includes mathematical elements. Each lesson provides comprehensive coverage of a specific concept or topic. Some of the concepts and laws of physics covered include: mechanics, properties of matter, heat, sound and light, electricity and magnetism, atomic and nuclear physics. School or household items are required for lab material. *College prep.*

## SOCIAL STUDIES

**World Cultures 9<sup>th</sup>** --2 semesters 1.0 credit

Rich with primary source excerpts and cultural vignettes, this course provides a tour of the history, cultures, and environments of the seven continents. The study of geography is further enhanced with access to maps, diagrams, and related cultural information. This course presents geography in an enjoyable, exploratory format. It culminates in planning a trip around the world. *College prep.*

**(AG) World Cultures 9<sup>th</sup>**--2 semesters 1.0 credit

(AG) World Cultures is an auto-graded version of the World Cultures course with added photographs, multimedia, and 20 to 2.5 self-scoring questions per lesson, in addition to a weekly essay question. *College prep.*

**History of the World 10<sup>th</sup>**--2 semesters 1.0 credit

History of the World encourages students to use multimedia to establish a chronology and understanding of influential historical events. By examining traditionally under-represented perspectives, students learn to question traditional historical accounts and form their own understanding of world history. Topics include: the beginning of civilization, civilizations of the Mediterranean world, Asian history, the early modern world, the emergence of modern nations, the development of industrial society, and world wars in the twentieth century.

Weekly compositions in response to the readings employ creative writing, analysis, and independent research. *College prep.*

**Honors World History 10<sup>th</sup>**--2 semesters 1.0 credit

Honors World History offers a reading and writing-intensive version of the regular online World History course. The course enables students to examine and interpret influential historical events. Weekly compositions in response to the readings employ creative writing, analysis, description, compare/contrast, poetry, short stories, imaginary writing, personal experiences, editorials, and diary entries. Honors World History contains a wealth of dynamic, informative websites. *College prep.*

**History of America 11<sup>th</sup>**--2 semesters 1.0 credit (*American History credit*)

History of America visits aspects of American history that many courses overlook and provides a well-rounded, comprehensive depiction of American events from the American Revolution to modern times. Students review many photographs, maps, and speeches from different time periods, as well as cultural descriptions. History of America is a substantial, exciting course with a wealth of informative, exciting websites to explore. *College prep.*

**Honors American History 11<sup>th</sup>**-- 2 semesters 1.0 credit (*American History credit*)

Honors American History offers a reading and writing-intensive version of our History of America course. Students explore a variety of dynamic, informative websites to gain a comprehensive understanding of events from the American Revolution to modern times. The websites contain many excellent photographs, maps, speeches, and cultural descriptions from different time periods. The course places particular emphasis on traditionally under-represented perspectives so students can form a comprehensive understanding of influential events in American history. *College prep.*

**U.S. Government 12<sup>th</sup>**--1 semester .5 credit (*Government credit*)

U.S. Government provides the student a basic understanding of American government. Topics include: the roots of democracy, the judiciary system and the law, interest groups in government, landmark Supreme Court cases, civil rights, and individual liberties. Diverse Internet resources make this course informative and engaging. U.S. Government can be combined with Economics 1.01 to make a full year (2 semester) course. *College prep.*

**Economics 1.01 12<sup>th</sup>**--1 semester .5 credit

In this eighteen-week course, students use the Internet to learn and apply the fundamental concepts of modern economics. In addition to studying the primary types of economic systems, laws of supply and demand, and other key economic concepts, students learn about the impact that jobs, earnings, and career decisions have on their buying power and quality of life. Students also explore the role that an increasingly global market plays in their daily life. Economics 1.01 explains economic concepts in a simple, understandable way. Lessons involve problem-solving activities for real life questions and scenarios. Economics 101 can be combined with U.S. Government to make a full year (2 semester) course. *College prep.*

## WORLD LANGUAGES

**French 1 and 2 Spanish 1 and 2 9<sup>th</sup>-12<sup>th</sup>**-- 2 semesters 1.0 credit

Each French and Spanish package covers French 1 and 2 or Spanish 1 and 2. The Power-Glide program offers instruction in first and second-year Spanish and French, using a wide range of fun techniques and activities that include music, diglot weaves, choose-your-own-adventure stories, individual Learning Style activities, and pictographs. Memory drills reinforce vocabulary development. The courses include page-by-page commentary, instructions, objectives, sample lesson plans, recommended schedules, and suggestions for cultural enrichment activities. *College prep.*

**French 3 9<sup>th</sup>-12<sup>th</sup>--** 2 semesters 1.0 credit

Intermediate French students who have a strong base of vocabulary, speaking and listening skills will reach a new level of mastery and fluency in this course. This course teaches advanced grammar and vocabulary and emphasizes correct accents and comprehension of “real world” native speech. The high energy excitement of the content, the challenging games and the wide variety of compelling stories contained in this course combine to make advanced learning as exciting as ever. Our unique error recognition technology helps students to eliminate common mistakes from their speaking and writing. *College Prep. Approved by the NCAA.*

**Spanish 3 9<sup>th</sup>-12<sup>th</sup>--** 2 semesters 1.0 credit

Intermediate Spanish students who have a strong base of vocabulary, speaking and listening skills will reach a new level of mastery and fluency in this course. This course teaches advanced grammar and vocabulary and emphasizes correct accents and comprehension of “real world” native speech. The high energy excitement of the content, the challenging games and the wide variety of compelling stories contained in this course combine to make advanced learning as exciting as ever. Our unique error recognition technology helps students to eliminate common mistakes from their speaking and writing. *College Prep. Approved by the NCAA.*

**German 1 9<sup>th</sup>-12<sup>th</sup>--** 2 semesters 1.0 credit

A multi-media, game-based approach makes this introductory German course different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous lessons in grammar and vocabulary. This course provides a solid foundation for reading, speaking, writing, and understanding German and cultivates a passion for the language through exposure to culture and dynamic experiences of real people and real places. This course also features cutting-edge adaptive learning technology that lets students select the learning style that’s right for them. *College Prep. Approved by the NCAA.*

**German 2 9<sup>th</sup>-12<sup>th</sup>--** 2 semesters 1.0 credit

Students with a beginning foundation in German will see their skills soar through compelling lessons that give them access to content so interesting that they forget that they are learning German. This unique learning methodology, which relies heavily on games and stories, works effectively to take students from a tentative understanding of German basics to a greater level of sophistication. The course concentrates on students’ ability to articulate more and more complex thoughts and to understand authentic native language from a variety of enticing sources. *College Prep. Approved by the NCAA.*

## ARTS—TECHNOLOGY—BUSINESS

**Art History 9<sup>th</sup>-12<sup>th</sup>--**1 semester .5 credit

In this eighteen-week course, students acquire knowledge, appreciation, and understanding of the history of art. Each student visits websites from famous museums around the world, including the Louvre, the National Museum of Art, and the Vatican. This course looks at art as a reflection of its people, their religious beliefs, political or social climate, clothing customs, and environmental factors. Topics include visual vocabulary, principles of art, drawing, painting, sculpture, studio art, art history, art criticism, and aesthetics. Art History is an inspiring addition to any student’s curriculum. *College prep.*

**Renaissance Art 9<sup>th</sup>-12<sup>th</sup>--** 1 semester .5 credit

Renaissance Art is a one-semester course that provides students with knowledge of, and appreciation for, the art and culture of the Renaissance. Students learn about the lives and works of some of the finest Renaissance artists by using numerous multimedia websites from all over the world. *College prep.*

**Introduction to the Internet 9<sup>th</sup>-12<sup>th</sup>--**1 semester .5 credit

This eighteen-week course gives students a basic understanding of how to navigate and search for information on the Information Super Highway, the Internet.

**3D Graphics 9<sup>th</sup>-12<sup>th</sup>--**1 semester .5 credit

In this course you will learn about the world of 3 Dimensional Graphics. 3D Graphics encompasses getting familiar with the application environment and discover how to create superb 3D graphics that are pleasing to the eye. The 3D Graphics application gives you the capability to integrated 3D modeling, animation, effects, and rendering solutions from one comprehensive API (application programming interface).

**Game Design 9<sup>th</sup>-12<sup>th</sup>--1 semester .5 credit**

In this course you will learn about the world of creating games. Game Design includes getting familiar with the Gaming application or Engine. You will discover how to design a good game that people want to play. Through a variety of game genres, you will learn to balance game play and players, create great game flow, supply goals and rewards and guide players to make decisions to help them reach the next level of your game. You will enjoy creating games of different types throughout this course that will enhance your understanding of the game design world.

**Web Design 9<sup>th</sup>-12<sup>th</sup>--1 semester .5 credit**

In this course you will learn to create eye catching and user friendly web pages. Web Design encompasses getting familiar with the governing body of the net, HTML Editors, HTML code and discover how to create superb Web Designs that are highly functional. This course will give you the information & tools needed to create sites that use HTML, XHTML, and CSS effectively.

**Business Application (Microsoft Office) 9<sup>th</sup>-12<sup>th</sup> –1 semester .5 credit (Currently we do not offer this course due to the cost of purchasing the license. However, if you own a copy of Microsoft Office you may enroll in this course.)**

In this course you will learn the standard business applications that most Business offices use. The Business Applications will include MS Word, MS Excel, MS PowerPoint and MS Outlook. Each one of these applications has its' own unique use and place in the typical office. You will learn what most offices expect when you are required to make a presentation for a potential client, create a workbook with worksheets to track sales, write a letter that needs to be written to a customer and or formulate an email to a co-worker.

**Photoshop Design 9<sup>th</sup>-12<sup>th</sup>-- 1 semester .5 credit (Currently we do not offer Photoshop due to the cost of purchasing the license. However, if you own a copy of Photoshop 7 you may enroll in this course.)**

In this course, students explore the techniques of Photoshop, the elements of art and the principles of design. Students receive an overview of the world of digital art while completing fun, hands-on creative projects. *Requirement: Adobe Photoshop program 7.0 or 6.0. College prep.*

## HEALTH and LIFE SKILLS

**High School Health 9<sup>th</sup>-12<sup>th</sup>-- 1 semester .5 credit**

This course presents students with a clear look at the health issues facing humanity today. Students begin by evaluating their own level of health and move into areas of health risks, nutritional needs, exercise, drugs, self-care, environment, and safety. This is a hands-on course where students learn to take charge of their own health by practicing preventative health habits. Course includes a wealth of high-quality, up-to-date Internet resources. *Note: In accordance with state mandates, this course includes education on drugs and alcohol, AIDS, and sexuality so that students can make informed, responsible decisions.*

**(AG) Health 9<sup>th</sup>-12<sup>th</sup>--1 semester .5 credit**

(AG) Health is an auto-graded version of the Health course, with added photographs, multimedia, and 20 to 2.5 self-scoring questions per lesson, in addition to a weekly essay question. (AG) Health has added coverage on SARS, epidemiology, and environmental health.

**High School Physical Education 9<sup>th</sup>-12<sup>th</sup>—1 semester .5 credit**

## FINANCIAL LITERACY

**Life Management 9<sup>th</sup>-12<sup>th</sup>--1 semester .5 credit**

Life Management provides students with an opportunity to look at their lives in terms of self-examination, self actualization, community involvement, personal health, money management skills, college planning, resource and time management, and career options. The course stresses a reflective as well as an analytical approach to life skills, and includes journal writing as an integral element of the course. The culminating activity, an autobiography ten years from today, asks students to think concretely about their futures.

## TEST PREPARATION

### **SAT Prep 9<sup>th</sup>-12<sup>th</sup>--** 1 semester .5 credit

This eighteen-week intensive course prepares students for the Scholastic Aptitude Test by reviewing the verbal and mathematical topics of the exam, exploring test-taking strategies such as time management, guessing strategy, and test preparation, and offering many practice questions and drills. In our experience, it has been proven that students who have taken the SAT multiple times perform better than students who don't. For that reason we focus on presenting many sample questions of varying difficulty in the computer format of the test. Lessons review verbal or mathematic content and question type, examine answer strategies, and conclude with practice questions and a vocabulary review. Two full-length practice exams are administered at the midterm and final weeks of the course.

### **Math Proficiency 9<sup>th</sup>-12<sup>th</sup>--**1 semester .5 credit

This course prepares students for the Math section of the High School Proficiency Test. It teaches the main learning objectives covered by the test, including arithmetic, measurement, geometry, data analysis and basic algebra. The course also provides test-taking strategies and sample test problems.

## ENRICHMENT AND SPECIAL NEEDS

### **Integrated Science 9<sup>th</sup>-12<sup>th</sup>--**2 semesters 1.0 credit

Integrated Science asks students to look at websites from all over the world to learn about different topics. One week students will be swimming in the deep ocean with whales, another time they might be investigating bugs; next they might journey out to Mars!

### **English Internet Explorations A--9<sup>th</sup>-12<sup>th</sup>--**2 semesters 1.0 credit

English Internet Explorations A integrates the core subjects of English, Science, and Social Studies in a fun, lively course. Students polish their reading and writing skills while visiting exciting websites. Assignments regularly include creative writing projects. This is a good non-traditional English course for students without strong English skills.

### **English Internet Explorations B--9<sup>th</sup>-12<sup>th</sup>--**2 semesters 1.0 credit

English Internet Explorations B is a popular follow-up to English Internet Explorations A. Topics include: raptors, the Ben Franklin museum, volcanoes, and Godzilla. Assignments regularly include creative writing. This is a good non-traditional English course for students without strong English skills.

### **Survival Math 9<sup>th</sup>-12<sup>th</sup>--**1 semester .5 credit

Students identify and practice skills essential to independent living. Exercises provide challenges in day-to-day living, including purchases, living expenses, health care decisions and future planning to improve knowledge and build self-confidence in facing these issues.

### **Curriculum:**

We feel we have chosen one of the finest on-line curriculums that exist. It was developed by *The Learning Springs, Inc.* Their Web site is [www.thelearningsprings.com](http://www.thelearningsprings.com). The courseware is in use world wide by nearly twenty thousand online students. The company is well respected throughout the United States, Europe, and Asia as a cutting edge developer of software and software learning systems. The Learning Springs (TLS) curriculum, Aurora 5, has been fully accredited by the American Association of Colleges. Moreover, it has been aligned to current state of Ohio proficiency testing standards. TLS has eight full time curriculum specialists who work with professionals in various states to their curriculum with proficiency standards. Finally, it works constantly to improve its course offerings, both qualitatively and quantitatively. We are sure all of our students in Warren County and beyond will find this top-rated courseware both challenging and rewarding.

### **DISCIPLINE/DUE PROCESS \*\***

A student who violates the Student Code of Conduct shall be subject to disciplinary action.

A student's due process rights will be observed in all such instances, including the right to appeal the discipline decisions of staff and administrators.

The school's disciplinary options include using one or more discipline management techniques including counseling by teachers, counselors and administrators, detention, suspension, expulsion, loss of privileges, honors and awards. Disciplinary measures are applied depending on the nature of the offense. The age and past pattern of behavior of a student will be considered prior to any suspension or expulsion.

In addition, when a student commits substance abuse, drug or drug paraphernalia, alcohol- and/or tobacco-related offenses or any other criminal act, he/she may also be referred to law enforcement officials. Violations of the district's weapons policy, as required by law, shall be reported to law enforcement.

### **DISTRIBUTION OF MATERIALS**

All aspects of school-sponsored publications, including web pages, newspapers and/or yearbooks, are completely under the supervision of the teacher and principal. Students may be required to submit such publications to the administration for approval.

Written materials, handbills, photographs, pictures, petitions, films, tapes or other visual or auditory materials may not be sold, circulated or distributed by a student or a nonstudent without the approval of the administration.

Materials not under the editorial control of the school must be submitted to the [principal] for review and approval before being distributed to students. Materials shall be reviewed based on legitimate educational concerns. Such concerns include whether the material is defamatory; age appropriate to the grade level and/or maturity of the reading audience; poorly written, inadequately researched, is biased or prejudiced; not factual; or not free of racial, ethnic, religious or sexual bias. Materials include advertising that is in conflict with public school laws, rules and/or Board policy, deemed inappropriate for students or may be reasonably perceived by the public to bear the sanction for approval of the district.

If the material is not approved within 24 hours of the time that it was submitted, it must be considered disapproved. Disapprovals may be appealed by submitting the disapproved materials to the [superintendent]; material not approved by the [superintendent] within [three] days is considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the individual shall have a reasonable period of time to present his/her viewpoint.

### **DRESS AND GROOMING**

The school's dress code is established to promote appropriate grooming and hygiene, prevent disruption and avoid safety hazards. This code is in effect when students of the WCVCS meet in person with teachers, administrators, other students, or school personnel.

Students who represent the school in a voluntary activity may be required to meet additional dress and grooming standards approved by the [principal] and may be denied the opportunity to participate if those standards are not met.

### **EMERGENCY MEDICAL TREATMENT \*\* Form required**

A complete Emergency Medical Authorization Form must be on file with the School. The Emergency Medical Authorization form is provided at the time of enrollment and at the beginning of each school year thereafter.

If and when a student is on school site for any reason, and becomes ill or is injured at school, the student must notify his/her teacher or another staff member as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify parents according to information provided on emergency forms and submitted by parents to the school. Parents are encouraged to update this information as often as necessary.

If the student is too ill to remain in school, the student will be released to the student's parents or to another person as directed by parents on the student's emergency form.

School staff may administer emergency or minor first aid, if possible. The school will contact emergency medical personnel, if necessary, and will attempt to notify the student's parents whenever the student has been transported for treatment

### **Enrollment- THIS PROCESS MUST BE COMPLETED IN PERSON**

Students who reside within a 50 mile radius of Lebanon, OH may enroll in the Warren County Virtual Community School. Students under the age of 18 must be enrolled in person by their parent or legal guardian. When enrolling students, parents must provide copies of the following.

- A. Original Birth Certificate or Passport.
- B. Child's Social Security Card (optional)
- C. Proof of Custody/Court Ordered Placement (if applicable) Divorce Decree, date stamped and signed by judge/magistrate. Note: If you are in the process of acquiring custody, you must provide a letter from your attorney stating the date of the proceedings-there is a 60 day legal completion process for the student to continue enrollment at WCVCS.
- D. Proof of Residency, (rental/lease agreement, copy of Deed, settlement statement, land contract or purchase contract
- E. Shot/Immunization Records
- F. Custodial Parent/Legal Guardian's Driver License/State ID
- G. Student's Driver License

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment.

Students eighteen (18) years of age or older are not required to be accompanied by a parent when enrolling. When residing with a parent, these students are encouraged to include the parents in the enrollment process. When conducting themselves in school, adult students have the responsibilities of both student and parent.

A student who has been suspended or expelled by another public school in Ohio may be temporarily denied admission to the school during the period of suspension or expulsion even if that student would otherwise be entitled to attend the school. Likewise, a student who has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired may be temporarily denied admission to the school during the period of expulsion or removal or until the expiration of the period of expulsion or removal which the student would have received in the school had the student committed the offense while enrolled in the school. Prior to denying admission, however, the Superintendent shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the Superintendent determines to be relevant.

If a student has recently been discharged or released from the custody of the Department of Youth Services (DYS) and is seeking admittance or re-admittance into the school, the student will not be admitted until the following records required to be released by DYS to the Superintendent have been received:

1. An updated copy of the student's transcript.
2. A report of the student's behavior while in DYS custody.
3. The student's current individualized education program (IEP), if an IEP has been developed for the child.
4. A summary of the instructional record of the child's behavior.

**FEES AND FINES**

The Warren County Virtual Community School is a public school and does not charge tuition. The students are loaned a computer and provided dial-up internet access free of charge. The dial-up service can only be accessed by an analog phone line which is the responsibility of the parent/legal guardian. Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his/her own supplies of pencils, paper, erasers and notebooks and may be required to pay certain other fees or deposits.

Charges will be imposed for loss, damage, or destruction of school apparatus, equipment and for damage to school property. Students using school equipment can be fined for excessive wear and abuse of the equipment. Failure to pay fines, fees, or charges will result in the withholding of grades and credits.

**GRADING SCALE**

Warren county Virtual Community School has a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. Grades indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon written lessons and tests, projects, and participation. Each teacher may place a different emphasis on these areas when determining a grade and will so inform the students at the beginning of the course. If a student is not sure how his/her grade will be determined, she/he should ask the teacher.

Grading Scale		
98-100 A+	93-97 A	92-90 A-
88-89 B+	83-87 B	80-82 B-
78-79 C+	73-77 C	70-72 C-
68-69 D+	63-67 D	60-62 D-
00-59 F		
P-Pass		
WD-Withdraw		

**GRADUATION REQUIREMENTS**

Diplomas are issued by the WCVCS. The student does not participate in their home district’s graduation ceremony.

Normally, a student will complete graduation requirements in four (4) years. In order to receive a diploma and graduate, a student must pass all State-mandated assessment tests, meet the school requirements for basic course-work, and earn the total number of minimum credits. For Students enrolled in special education, the criteria for graduation and the extent of participation in the State-mandated assessment tests will be determined by their IEP team.

To earn a diploma from the Warren County Virtual Community School, students must meet the requirements and standards adopted by the State of Ohio and the Virtual Community School Board of Education. The parents and students have the responsibility for tracking and completing courses necessary for graduation to be verified by school official.

Graduation requirements for students graduating in 2013 and prior years:

- Pass all five sections of the OGT
- Earn a minimum of twenty (20) credits
- Successful completion of the following specific credits:
  - English –4 credits
  - Health --½ credit
  - Mathematics—3 credits
  - Physical Education—1/2 credit
  - Science—3 credits—*Biological Science (1 credit) Physical Science (1 credit)*
  - Social Studies—3 credits—*American History (1/2 credit) Government (1/2 credit)*
  - Electives—6 Credits--*Credits must include 1 unit or 2 half units in Business, Technology, Fine Arts, or Foreign Language.*

### **Graduation Requirements cont'd**

Graduation requirements for students entering their freshman year in 2010 and beyond.

- Pass all five sections of the OGT
- Earn a minimum of twenty (20) credits
- Successful completion of the following specific credits:
  - English—4 credits
  - Health --½ credit
  - Mathematics—3 credits—*Must include 1 credit of Algebra II or the equivalent of Algebra II*
  - Physical Education—1/2 credit
  - Science—3 credits—*Life Science (1 credit) & Physical Science (1 credit) & (1 credit) of one of the following: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology, or other earth or space science.*
  - Social Studies—3 credits—*American History (1/2 credit) Government (1/2 credit)*
  - Electives—6 credits--*Credits must include one credit in any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.*
  - Other requirements—All students must receive instruction in economics and financial literacy during grades 9-12 and must complete at least two semesters of fine arts taken any time in grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement.

### **Grade Point Average**

To calculate a grade point average (G.P.A.) assign a weighted point value to each course grade and divide by the total number of credits. For partial-credit courses use the fractional value of the grade. For example, a half credit course with the earned grade of a C would be  $.5 \times 2 = 1$ . Then add this to the other grades earned for the total points earned. This total is then divided by the total credits earned to determine the G.P.A. This can be done by grading period, semester, and year or for a series of school years.

### **Grading /Report Cards**

The WCVCS' report cards are available online at all times. We do not issue a hard copy of a report card until the student completes his year's prescribed courses of study. Parents will be issued the student's username and password to Aurora and instructed on how to access the student's grades at all times during the orientation process.

### **HOMEWORK**

Homework is assigned to provide students an opportunity to practice independently what has been presented in class, to improve the learning processes, to aid in the mastery of skills and to create and stimulate interest. Whatever the task, the experience is intended to be complementary to the educational process.

### **IMMUNIZATION**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student should not be immunized. Proof of immunization may be personal records from a licensed physician or public health clinic.

Any student not in compliance with Ohio statutes and rules related to immunization may be excluded from school until such time as he/she has met immunization requirements. Parents will be notified of the reason for the exclusion. A hearing will be afforded upon request. . Any questions about immunizations or waivers should be directed to the school secretary at 513-695-2977.

### **INFECTION CONTROL/HIV, HBV AND AIDS**

Although HIV, AIDS and HBV\* are serious illnesses, the risk of contracting the disease in school is extremely low and generally limited to situations where nonintact skin or mouth, eye or other mucous membranes would be exposed to blood or any body fluids contaminated with blood from an infected person.

Since any such risk is serious, however, the school requires that staff and students approach infection control using standard precautions. That is, each student and staff member is to assume all direct contact with human blood and body fluids is regarded as known to be infectious for HIV, AIDS, HBV and/or other infectious diseases.

### **INTERNET ACCEPTABLE USE AND SAFETY POLICY**

Technology is the basis of operation for the Warren County Virtual Community School. The Governing Board recognizes that careful planning is essential to ensure the successful and cost-effective implementation of technology based materials, equipment, systems, and networks. The Internet allows people to interact with hundreds of thousands of networks. All computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to this policy and any accompanying regulations may result in the revocation of the user's privilege.

Unacceptable uses of the computer include but are not limited to:

- A. Violating the conditions of the Ohio Revised Code dealing with students' and employees' rights to privacy.
- B. Using profanity, obscenity, or other language, which may be offensive to another user.
- C. Reposting (forwarding) personal communication without the author's prior consent.
- D. Copying commercial software in violation of copyright law.
- E. Using the internet for financial gain, for commercial activity, or for any illegal activity.
- G. Accessing inappropriate material.
- H. Downloading of freeware or shareware programs.

Because access to online services provides connections to other computer systems located all over the world, users and parents of users who are under 18 years old must understand that neither the school can control the content of the information available on these systems. Even though the school has installed a filtering program as prescribed by the *Children's Internet Protection Act*, some of the information available could be considered controversial and sometimes offensive.

The Internet is an electronic highway connecting computers and users in the school with worldwide information. Access to the Internet enables students to explore thousands of libraries, and databases. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges.

The Governing Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, objectionable, inappropriate and / or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/ Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Students and staff members are responsible for good behavior on the School's computers and the Internet. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The School does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with ***the School's Student Internet Acceptable Use and Safety Policy***. Users who disregard the policy and its accompanying guidelines may have their use privilege suspended or revoked, and disciplinary action against them. Users granted access to the Internet through the School's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by the school policy and its accompanying guidelines.

### **LESSON CONTENT SUBMITTAL**

There is a great deal of leeway in creative writing and expression of thought in virtual learning. Many of the questions ask for the students' reaction to readings, or just plain opinion on a certain topic. One caution here is obvious: do not write anything that might be construed as a feeling to hurt or abuse other people, either by words or deeds. The mention of firearms or drug use, physically hurting other people, or wanting to, or any other subject of a violent nature or disruptive nature will be reported to school officials and investigated. This will be done regardless of whether or not there was any malicious intent in the writing. Any action taken as a result is at the discretion of

the school. Channel your creative thoughts into other areas to avoid problems of this nature. Plagiarizing is a serious offense. Teachers have the ability to search all written work for proof of using material created by others. Student will be assigned a zero on any lesson or part of that is assessed as being plagiarized. A repeated offense could result in the failure of the course.

### **MEDIA ACCESS TO STUDENTS**

Media representatives may interview and photograph students involved in instructional programs and school activities. Information obtained directly from students does not require parental approval prior to publication.

Parents who do not want their student interviewed or photographed should direct their student accordingly.

School employees may release student information only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

### **PARENTAL RIGHTS**

A student's personal information (name, address, telephone number, social security number) will not be collected, disclosed or used for the purpose of marketing or for selling that information without prior notification, an opportunity to inspect any instrument used to collect such information and permission of the student's parent(s) or the student, if age 18 or older. Instructional materials used as part of the school's curriculum may also be reviewed by the student's parent(s).

### **Parental Responsibilities**

Parents who choose to enroll their child in a virtual or ESchool have chosen an educational alternative that requires great commitment. . Parents are responsible to see their child attends school each day (SEE DEFINITION OF ATTENDANCE). The parent must supervise the child's work and make sure the child is complying with attendance procedures. In order to keep parents informed of their child's progress in school, parents are provided with academic progress information on a continuous basis. Parents will be provided an orientation on how to access this information at any time, therefore always being informed of their child's academic progress. Parents are encouraged to build a two-way link with their child's teachers and with the staff of the school by informing them of suggestions or concerns that may help their child better accomplish his/her educational goals

Education succeeds best when there is a strong partnership between home and school. As a partnership thrives on communication, the school asks parents to:

1. Encourage their student to put a high priority on their education and to commit themselves to making the most of the educational opportunities the district provides;
2. Keep informed on the school's activities and issues. Parent conferences and open house meetings provide opportunities for learning more about the school;
3. Become a school volunteer. For further information contact the principal;
4. Participate in parent organizations. The activities are varied, but always have an emphasis on instructional improvement.

### **PERSONAL COMMUNICATION DEVICES**

Students will not possess personal communication devices, such as pagers and cellular phones when participating in school required face-to-face meetings such as orientation, testing, or remediation sessions etc.. A "personal communication device" is a device that emits an audible signal, vibrates, displays a message or otherwise summons or delivers a communication to the possessor.

### **PROGRAM EXEMPTIONS**

Students may be excused from a state-required program or learning activity for reasons of religion, disability or other reasons deemed appropriate by the school.

An alternative program or learning activity for credit may not be provided. All such requests should be directed to the principal by the parent in writing and include the reason for the request.

## **PROMOTION, RETENTION AND PLACEMENT OF STUDENTS**

A student shall be promoted from one grade to the next on the basis of academic, social and emotional development.

Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the student involved.

A decision to retain a student will be made only after prior notification and explanation to the student's parents. The final decision will rest with school authorities.

Students in grades 9-12 will be promoted or retained in accordance with state and district graduation requirements.

## **SCHEDULING AND ASSIGNMENT**

(Secondary Level)

Schedules are provided to each student at the beginning of the school year or upon enrollment. Schedules are based on the student's needs. Any changes in a student's schedule should be handled through the Principal. Changes can not be requested after the student's scheduled has been active for two weeks. Students may be denied course enrollment due to the need for the student to pass prerequisite courses. Students are expected to follow their schedules. Any variation in the student's scheduled must be approved by the Principal.

### **School Day**

Since a virtual school is operated on a completely different design than a site based school, the school day may be defined in other ways. **Students are required to sign on to their student account each day the school is in session (refer to the school year calendar). Students must complete and submit for grading one (1) lesson each school day which is equivalent to 5 hours of school attendance. If the student fails to meet these requirements, the student is deemed to be absent on that day. (Definition of attendance)**

### **Students with Disabilities**

The American's with Disabilities Act (A.D.A.) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the school's programs and facilities. The student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact the principal at 513-695-2567 to inquire about evaluation procedures and programs.

## **STUDENT/PARENT COMPLAINTS**

### **School Personnel Complaints**

A student or parent who has a complaint concerning a classroom/teacher issue should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal can be requested. If the outcome of this conference is not satisfactory, the student or parent may file a written, signed complaint with the superintendent, who will investigate the complaint and render a decision. If the complainant is dissatisfied with the decision of the superintendent, he/she may appeal to the Board in care of the superintendent within [10 calendar] days following receipt of the superintendent's decision. The superintendent will provide the complainant with necessary Board appeal procedures. Board decisions are final.

### **Discrimination on the Basis of Sex Complaints**

A student and/or parent with a complaint regarding possible discrimination of a student on the basis of sex should contact [School Director].

### **Education Standards Complaints**

Any parent of a student attending the school may make an appeal or complaint alleging violation of the school's compliance with an educational standard as provided by the State Board of Education. The complainant should first discuss the nature of the alleged violation with the individual involved. If the complainant wishes to pursue the matter further, he/she will be provided, upon request, a copy of all applicable school procedures.

After exhausting local procedures or 45 or more days after filing a written complaint with the school (whichever occurs first), any complainant may make a direct appeal to the State Superintendent of Public Instruction.

### **Students with Disabilities Complaints**

A complaint or concern regarding the identification, evaluation or placement of a student with disabilities or the accessibility of the school's services, activities or programs to a student, should be directed to the [ education director].

### **Students with Sexual Harassment Complaints**

Sexual harassment by staff, students, Board members, school volunteers, parents, school visitors, service contractors or others engaged in school business is strictly prohibited in the school. School includes school's facilities, school premises and nonschool property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the control of the school or where the employee is engaged in school business. Sexual harassment of students means unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature. Confidentiality will be maintained. The educational assignments or study environment of the student shall not be adversely affected as a result of the good faith reporting of sexual harassment. Students or parents with complaints not covered by this student handbook should contact the principal.

### **STUDENT EDUCATION RECORDS**

The information contained below shall serve as the school's annual notice to parents of minors and eligible students (if 18 or older) of their rights, the location and school officials responsible for education records. Notice will also be provided to parents of minor students who have a primary or home language other than English.

Education records are those records related to a student maintained by the school. A student's education records are confidential and protected from unauthorized inspection or use. All access and release of education records with and without parent and eligible student notice and consent will comply with all state and federal laws.

Personally identifiable information shall not be disclosed without parent or eligible student authorization or as otherwise provided by Board policy and law.

Education records are maintained in a minimum one-hour fire-safe place in the school office by the Principal.

Permanent records shall include:

1. Full legal name of student;
2. Name and address of educational agency or institution;
3. Student birth date and place of birth;
4. Name of parent/guardian;
5. Date of entry into school;
6. Name of school previously attended;
7. Course of study and marks received;
8. Data documenting a student's progress toward successful completion of all required testing.
9. Credits earned;
10. Attendance;
11. Date of withdrawal from school;
12. Social security number
13. Other information, i.e., psychological test information, anecdotal records, records of conversations, discipline records, IEP's, etc.

Memory aids and personal working notes of individual staff members are considered personal property and are not to be interpreted as part of the student's education records, provided they are in the sole possession of the maker.

### **Social Security Number**

The provision of the student's social security number is voluntary and will be included as part of the student's permanent record only as provided by the eligible student or parent.

**Transfer of Education Records**

The school shall transfer originals of all requested student education records, including any ESD records, relating to a particular student to the new educational agency when a request to transfer such records is made to the school. The transfer shall be made no later than 10 days after receipt of the request.

The school shall retain a copy of the education records that are to be transferred in accordance with applicable Ohio Administrative Rules. Student report cards, records or diplomas may be withheld for nonpayment of fines or fees.

**Requests for Education Records**

The school shall, within 14 days of a student seeking initial enrollment in or services from the district, notify the public or private school, education service district, institution, agency, detention facility or youth care center in which the student was formerly enrolled and shall request the student’s education record.

**Access/Release of Education Records**

By law, both parents, whether married, separated or divorced, have access to the records of a student who is under 18 unless the district is provided evidence that there is a court order, state statute or legally-binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

Parents of a minor, or an eligible student (if 18 or older), may inspect and review education records during regular school hours.

**Student Responsibilities**

The WCVCS’s rules and procedures are designed to allow students to be educated in an alternative environment. All students are expected to follow staff member’s directions and to obey all school rules.

Adult students (age 18 or older) must follow all school rules and are encouraged to include their parents in their educational program.

If a student resides in the school service area with a grandparent and is the subject of a: 1) power of attorney designating the grandparent as the attorney-in-fact; or 2) a caretaker authorization affidavit executed by the grandparent that provides the grandparent with authority over the care, physical custody, and control of the child, including the ability to enroll the child in school, consent in all school related matters, and discuss with the School the child’s educational progress, the student’s grandparent may enroll the child in school on a tuition free basis. However, in addition to the above referenced documents that are typically required for enrollment, the grandparent must provide the School with duly executed and a notarized copy of a power of attorney or caregiver authorization affidavit that has been filed with the court.

**SUMMER SCHOOL**

Summer school courses are available for both full time WCVCS students and students who attend other schools. Different fee structure, time limits for completing courses and number of courses that may be taken for the summer term will be in place. **FEES DO APPLY**

**WITHDRAWAL/TRANSFER FROM SCHOOL**

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parents and in compliance with State law. A student who withdraws from school shall be reported to the juvenile judge of the county and to the Bureau of Motor Vehicles for suspension of their driver’s license, if she/he is under the age of eighteen (18) and does not enroll in another certified school or is approved for home schooling within 5 days. Parents must notify the Principal about plans to transfer their child to another school. School records will be transferred to that school within fourteen (14) days of receiving a records request.

## **GED POLICY**

### Standards for Approving Students to the GED Program “Ohio High School Equivalence Diploma”

In accordance with statute (3301-41-01), the Superintendent of the Warren County Virtual School will approve applications for the Ohio High School Equivalence Diploma program under the following circumstances:

- 1) The student must be officially withdrawn from the school and be nineteen years of age or older. However, exceptions to the age requirement may be granted as follows.
  - a. An applicant who is eighteen years of age is eligible if the class of which he/she was last a member has graduated or
  - b. An applicant who has been sworn into active military service in one of the armed forces is eligible if a statement, indicating the date of the swearing-in ceremony, is submitted with the application: or
  - c. An applicant for the GED program has reached the age of majority (eighteen years old) is eligible with written approval from the superintendent or his/her designee.
  - d. An applicant that has reached the age of sixteen and is ordered by a court official to enroll in the GED program.

It will be the general policy of the school **NOT** to approve the application of the Ohio High School Equivalence Diploma program of any enrolled student prior to their eighteenth birthday and/or whose assigned class has not graduated.

## **WORK PERMITS**

Work permits for students enrolled in the WCVCS will be approved thru the WCVCS. Work permits will not be issued to any student who is ten (10) or more lessons behind in their classes. If at anytime the student falls ten (10) lessons behind the WCVCS may revoke the work permit.

You must complete 30 lessons before you can apply for a work permit.

## **POST SECONDARY ENROLLMENT OPTION (PSEO)**

Students of WCVCS may enroll in courses for high school and college credits. They may receive credits for either high school and/or college credits.

The purpose of PSEO is to provide opportunities for qualified students to earn credits at the college level. The college work should contribute to or supplement the academic preparation that WCVCS offers.

Based on State legislation, to be eligible for PSEO, the student must:

1. Inform the Educational Director of WCVCS by March 30<sup>th</sup> of intent to participate in the PSEO in the following year.
2. With parent/legal guardian attendance at an informational meeting.
3. Be accepted by a participating college, having met the testing requirements for that college such as; ACT, COMPAS, etc. Also, register for classes by August 10<sup>th</sup> and notify the WCVCS Educational Director of registration completion.
4. If courses are taken for college credit only the student must have a graduation plan with WCVCS on file.
5. If courses are taken for high school credits they must meet the graduation requirements needed at WCVCS.
6. All courses and plans must be approved by the Educational Director of WCVCS.

## **POST SECONDARY ENROLLMENT OPTION (PSEO) (cont'd)**

### **Financial Arrangement**

OPTION B: (college & high school credit): Student **not** responsible for tuition books and fees. The Ohio Department of Education arranges payment.

- Financial obligation will default to the student/parent if the student withdraws from the course or otherwise fails to complete the course.
- All textbooks and materials provided to the student paid by state funds are the property of the college or university.

### **Granting of Credits**

High school credit (Carnegie Units) will be granted for the college courses using the following guidelines:

1. 1 or 2 quarter hours=1/4 credit, 3 or 4 quarter hours=1/2 credit, 5 or 6 quarter hours=3/4 credit hours, 7 or more quarter hours=1 credit; 1 semester hour=1/4 credit, 2 or 3 semester hours=1/2 credit, 4 semester hours=3/4 credit, 5 semester hours=1 credit.
2. College courses may be substituted for courses required for high school graduation based upon comparability of content. The student should have the credit approved by the principal before beginning the college course to avoid any misunderstanding.
3. If there is a disagreement about credit granted, the student may appeal to the State Board of Education for a final decision.

### **Transportation**

All transportation is to be provided by parents/guardian.

### **Program Options**

At the time of college enrollment, the student may elect one of the following:

OPTION A: Enrollment in college courses for college credit only, **or**

OPTION B: Enrollment in college courses for high school and college credit.

You must notify the WCVCS of your intent to pursue the possibility of participating in the PSEO. You may obtain this form from the school secretary. It must be signed and returned to the school by January 10<sup>th</sup>.

Parent and student must attend a regional PSEO meeting. Contact the school for dates and times.

It is mandatory you take the ACT. Access [www.actstudent.org](http://www.actstudent.org) to register for this test.

## **FEDERAL NOTICES**

The following notices are required by Federal law. We apologize for their length and technical nature, but they are included so that WCVCS is in full compliance of the law and so that you are fully informed in these matters.

### **Notice for Directory Information**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the WCVCS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, WCVCS may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the school district to include this type of information from your child's education records in certain school publications such as Honor roll or other recognition lists.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory

### **FEDERAL NOTICES (cont'd)**

information categories; names, addresses and telephone listings, unless parents have advised the LEA that do not want their student's information disclosed without their prior written consent.

If you do not want WCVCS to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by the end of the second full week of each new school year.

The Board designates as student "directory information": **a student's name; address; telephone number; date and place of birth; major field of study; dates of attendance; date of graduation; awards received; honor rolls; scholarships.**

### **Notification of Rights under FERPA for Elementary and Secondary Schools**

The family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

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

Parents or eligible students should submit to the School principal {or appropriate school official} a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2) The right to request the 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 School principal {or appropriate school official}, 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 will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interest. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; 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 District to comply with the requirements of FERPA.

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

### **Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)**

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education-
  1. Political affiliations or beliefs of the student or student’s parent;
  2. Mental or psychological problems of the student or student’s family;
  3. Sex Behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior,
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.
  
- Receive notice and an opportunity to opt a student out of:
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law, and
  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
  
- Inspect, upon request and before administration or use:
  1. Protected information surveys of students’
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

Parents who believe their rights have been violated may file a complaint with:

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

### **Military Recruitment and NCLB**

The Family Educational Rights and Privacy Act (FERPA) govern how students' education records are handled. The Federal No Child Left Behind Act of 2002 requires that schools provide military recruiters with student names, addresses, and telephone numbers on request *unless specifically prohibited by parents in writing*.