



LOUISIANA
VIRTUAL CHARTER
ACADEMY

Student Handbook

2026 – 2027 School Year

Natalie Verret-Watson - Interim Executive Director

Kim Jones -Elementary School Academic Administrator

Maryanne Smith - Interim Middle School Academic Administrator

Yelitza Gray - High School Academic Administrator

- Special Programs Academic Administrator

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

Our vision is to unlock the pathways of learning for any child anywhere – with equal and personalized opportunities to succeed.

CSAL, Incorporated will forge a dynamic and powerful model of education, ensuring a bright future for its students, committing itself to the vision for its future and the future of its students. We will provide excellence through rigor, relevance, relationships, responsibility, and results.

CSAL, Inc. District Board

Approved

6/18/2025

*LAVCA reserves the right to amend this handbook or any of the policies contained herein at any time, without notice.

Welcome from the Executive Director

Dear LAVCA Families,

Welcome to a new school year at Louisiana Virtual Charter Academy!

Whether you are joining our school family for the first time or returning for another year, I am honored to welcome you to LAVCA. This year is especially meaningful as we celebrate our **15th year** of serving students across Louisiana. For fifteen years, LAVCA has provided families with a high-quality virtual education built on strong relationships, innovation, and an unwavering commitment to student success. I am excited to begin this milestone year alongside each of you.

At LAVCA, we know that education is most successful when schools and families work together. As a virtual school, that partnership is at the heart of everything we do. We are committed to creating engaging learning experiences, maintaining high academic expectations, and ensuring every student feels known, supported, and challenged to reach their full potential.

This handbook has been developed to serve as a valuable resource throughout the school year. Inside, you will find important information about our academic expectations, attendance requirements, school policies, technology, student services, communication procedures, and the many supports available to help your child succeed. I encourage every family to review it carefully and refer back to it whenever questions arise.

As we begin this school year, you will notice several updates designed to strengthen the learning experience for our students. Please be sure to participate in your child's orientation and review all communications from your teachers and school staff. These resources contain important information about schedules, instructional expectations, and the tools your family will use throughout the year.

Our mission extends beyond helping students earn grades—we are preparing them to become confident learners, critical thinkers, and responsible citizens. Every student who logs into LAVCA is trusting us with something incredibly important: their opportunity to learn. We take that responsibility seriously, and our dedicated teachers, administrators, counselors, and support staff are committed to making every learning experience meaningful, rigorous, and engaging.

Thank you for choosing Louisiana Virtual Charter Academy. It is a privilege to partner with your family, and I look forward to celebrating your child's growth and accomplishments throughout this exciting school year.

Here's to a wonderful year together!

Warm regards,

Natalie Verret-Watson
Interim Executive Director
Louisiana Virtual Charter Academy

2026 Student Academic Calendar



LOUISIANA
VIRTUAL ACADEMY™

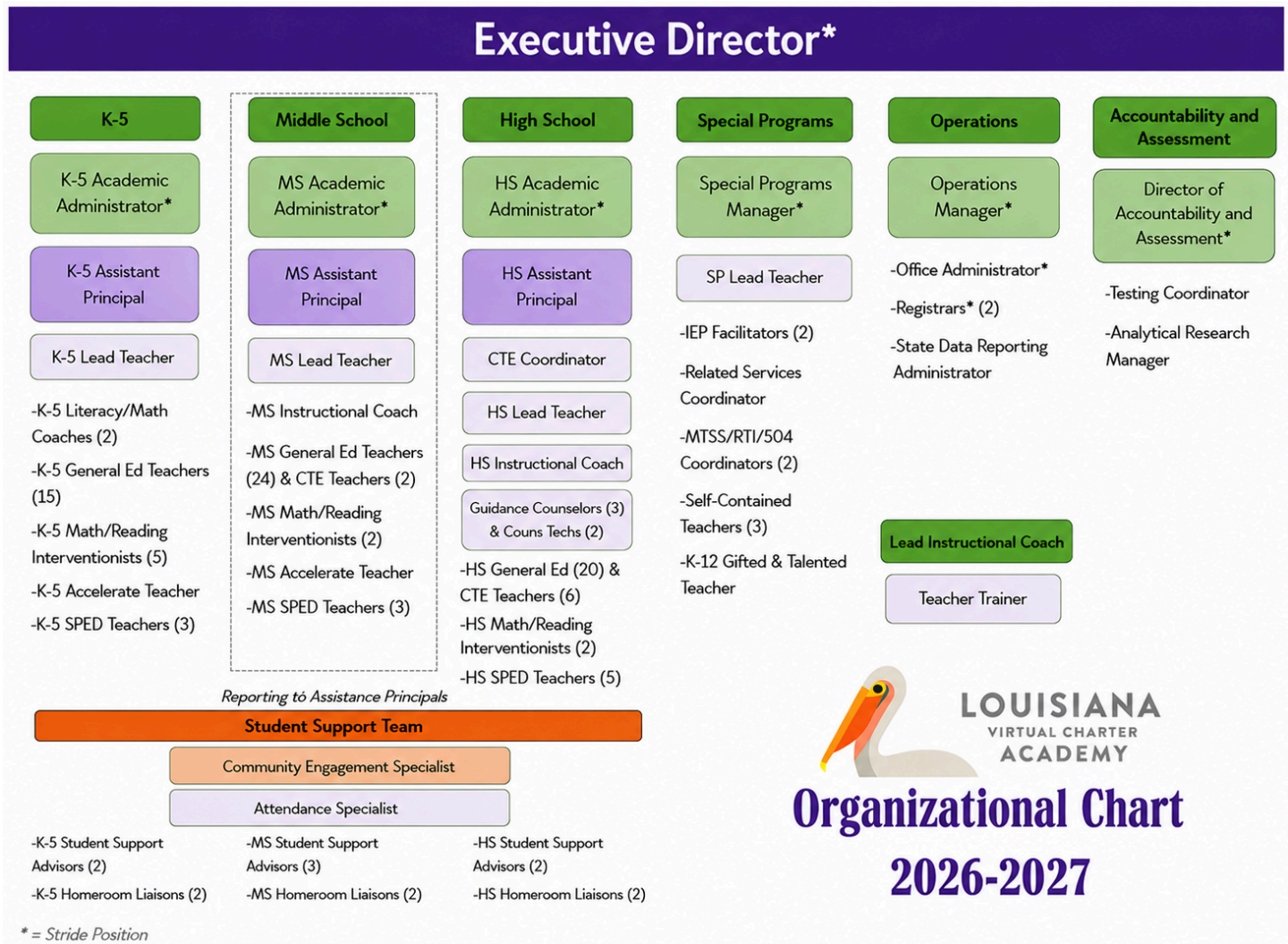
2026 - 2027 Academic Calendar (Student)

 LEAP Testing	 First and Last Dates
 State Required Testing	 Important Student 1
	 No School Dates
	 End of 9 weeks

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The dates are subject to change.

LAVCA Organizational Chart



Admission & School Requirements

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

LAVCA, in accordance with applicable Federal and State law and school policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services.

Louisiana Immunization Requirements

Middle School Requirement:

Beginning with the 2009-2010 school year and continuing thereafter, a student shall provide satisfactory evidence of current immunizations against meningococcal disease and any other age appropriate vaccines as a condition of entry into the sixth grade. Further, any student who has attained the age of eleven years or who is entering a grade other than grade six, shall provide satisfactory evidence of current immunization against meningococcal disease and any other age appropriate vaccines as a condition of entry into that grade.

At the time of registration, students must show proof of immunization of the following vaccines:

1. Tetanus Diphtheria Acellular Pertussis vaccine (Tdap);
2. two (2) doses of Varicella vaccine;
3. two (2) Measles, Mumps, Rubella (MMR) vaccines;
4. three (3) Hepatitis B (HBV) vaccines;
5. and one (1) Meningococcal Vaccine (MCV4).

Kindergarten / First Time Enterers:

Beginning school year 2009-2010, two (2) doses of Varicella vaccine shall be required in Louisiana schools for entry into kindergarten or first time enterers into school. In addition, prior to school entry, these students must have documented proof of immunizations for: two (2) doses of Measles, Mumps, Rubella (MMR) vaccine; three (3) doses of Hepatitis B (HBV) vaccine; and booster doses of Diphtheria Tetanus Acellular Pertussis (DTaP) and Poliovirus (Polio) vaccines administered on or after their 4th birthday and prior to school entry.

****** If a student is not complete (up-to-date for age), he/she must present a record indicating the student is in progress of receiving vaccines, and follow-up must be provided for compliance with the above requirements.

(b) Beginning with the 2022-2023 school year, a child, as a prerequisite to enrollment in the first grade of a public school, shall have attended a full-day public or nonpublic kindergarten for a full school year, and shall have satisfactorily passed an academic readiness screening administered by the city, parish, or other local public school board prior to the time of enrollment in the first grade. Each city, parish, or other local public school board shall establish the academic readiness level for entry into the first grade.

New Student Orientation Program

Families new to LAVCA are required to participate in a K¹² course entitled Online Learning K-1 25-26, Online Learning 2-5 25-26 Online Learning: Middle and High School, and CAR003E3 Welcome to Stride Career Prep for new and returning students. This course will appear in the student's daily plan in the Online School and should be the VERY FIRST course that the learning coach and the student complete together. The course is required and is intended to be completed during each day of the first five days of school. During this time the learning coach and student will:

- Receive instructions about how to best use Canvas the Online School (OLS)
- Review daily attendance and login requirements
- Learn how to use the synchronous tool Class Connect
- Receive an introduction to all courses
- Get directions on communicating with the teacher via our internal mail system

We believe learning coaches and students will benefit greatly from participation in this K¹² course. We know that the lessons will help jump start the school year so learning coaches and students will soon be swiftly soaring to success! It is important to understand that doing this course unlocks the courses and puts them on the student's plan. Failure to complete means that students will not have access to their courses until it is finished.

Expectations Of Difficulty, Participation, And Time Commitment

Students often find that going to school online takes longer and is more difficult than going to school in a traditional setting. Be prepared for these courses and online schooling in general to be a little more difficult than you might expect. If you are not spending at least 60 minutes on these courses each day, you're probably not doing enough to pass the class. If this is happening, make an appointment to meet with your teacher so that together you can review what you are doing each day.

If you need help in working out a personal schedule, staying motivated or creating an effective home learning environment, contact your advisor. This person is an expert at helping students with these concerns.

Extended Leave For Medical Treatment

At LAVCA, we take great pride in our ability to aid and foster students with intensive physical and mental conditions. These conditions often make extended leaves from school necessary. In the event a student requires therapy and/or

treatment for an extended time period (more than 5 school days), the student is encouraged to use the catch-up days available to finish his or her work.

However, if the illness/treatment/therapy makes completing assigned tasks impossible and an extension or an excusal of assignments is requested, you MUST provide the course teacher and homeroom teacher a SIGNED and DATED excuse from a DOCTOR. If you fail to provide the course teacher with this material, the student will receive zeros on all assignments not submitted and the student can be considered truant.

****Note that it is highly suggested that these occurrences/documents be presented as situations arise and not at the end of the semester.**

Technology Requirement

By enrolling in an online school program, you have exhibited an understanding that the ability to access the internet is required daily. While errors in technology do occur, it is understandable that time off from school may be warranted by lack of acceptable computer equipment and internet malfunctions.

However, if your internet or computer will be out-of-commission for more than a day, it is the responsibility of the student and/or LC to (1) notify the instructor and (2) seek other methods of online access, such as local libraries or a relative's home within 24 hours of losing access to your at home network/internet.

Also, K12 Tech Support can be contacted with any technology issues that arise:

K12 Customer Tech Support

<http://help.k12.com>

866-512-2273

Instructional Time

Louisiana statute requires all public schools to offer a minimum of one-hundred seventy-seven (177) days and a minimum of 1062 hours of instruction according to LA Bulletin 741. Additionally, LAVCA requires an average of 6 hours of instructional time per day. This attendance requirement is prorated for students enrolling after the first week of school.

Your teacher can help you develop a weekly schedule to ensure that your student meets this requirement.

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

Live Sessions

Students are to attend ALL classes labeled required. Failure to attend classes will result in students being marked absent. Excessive absences (more than 3) will be notified by the Student Support Team. Students are expected to be in class 70% of the class period or will be counted as absent. Only 2 handwritten excuses are accepted for absences. All excuses must be submitted within 5 school days from absence.

Small Groups

To ensure every student receives the support they need to be successful, the school offers Small Groups as part of our academic intervention program. These groups are designed to provide targeted instruction for students who are

experiencing challenges in meeting grade-level expectations or who need additional remediation in core academic areas. These are required live sessions.

Engageli

Students are required to have working cameras and microphone to participate in class discussions. Student cameras must be facing a wall or solid background. It is prohibited for cameras to face an open area where other people can be seen. Be sure the background is free of clutter and background noises are prohibited. Students should be visible during live sessions.

Engagement/Camera Usage Policy

Engagement is defined as students attending class on time, camera is on and the student is visible along with students actively participating in class activities/assignments/external programs.

Engagement is defined as students attending class on time, camera is on and the student is visible along with students actively participating in class activities/assignments/external programs.

Student Expectations

- The camera must point toward the student's face (no ceiling etc.)
- Students are expected to have a background of some type behind them
- Students should have camera on LIVE at all times
- Students should behave in appropriate manners/not distracting others
- Students are expected to participate in chat/external site activities with camera remaining on

Incentives/Grading Criteria

This grade could be up to 10% of a Student Engagement Grade for each course

Criteria	Points retained if:
Attends Class Connect on time	Student attends more than half of the class connect session
Camera is on and student is visible	Student has camera on and is visible for the majority of the class connect session
Student actively participates in class activities, discussion, assignments, PBL, external platform use, etc.	Student responds to class connects via chat or microphone. Student participates in class assignments and external platform use assigned by teacher.

Consequences

- Reminders/warnings: Teacher calls out student name (FERPA friendly); asks if there is an issue with camera/needs help etc.
- Placed in non-engaged breakout room
- Loss of incentive points grade
- Students will receive an email for non-engagement
- Teacher conferences with students to re-engage
- Admin contact students/LC
- If students do not comply with engagement, they can then be referred to SST for non-engagement.

Implementation Strategies/Incentives

- Teachers have students “create” polling options and use those on camera
- Teachers allow students to talk/socialize prior to start of class/end of class
- Encourage daily no-risk environment – acknowledging the value of student mistakes-demonstrate how it has helped the class
- Giving “thanks” to students for taking risks (using mic etc.)
- Allow/encouraging students to praise each other
- Student moderators
- icebreakers/scavenger hunts/show and tell (ex: a student who wants to share a talent such as singing, demonstrating artwork etc.).

Parent/Guardian Requirements

Although parent/guardian participation and knowledge of any school notice is expected, volunteer hours are not required as a condition for enrollment.

Attendance Overview

As a public charter school, Louisiana Virtual Charter Academy is required to monitor student attendance in accordance with RS17:221 and all applicable statutes set forth by the State of Louisiana. LAVCA teachers and administration closely monitor students' logged attendance and log-ins on a daily basis. All student attendance must be entered daily, and students are required to log in daily. We expect students to attend at least 360 minutes/day or 6 hours.

Daily Attendance Expectations:

- Students are required to log in every school calendar day, including Fridays.
- Learning coaches are required to enter 6 hours of daily attendance.
- To be marked present in live sessions, students must be logged in and actively engaged for at least 75% of the class period.
- Repeated unexcused absences may lead to administrative follow-up for truancy or additional academic consequences.

Excused Absences:

- A written excuse must be submitted to the school within five (5) school days of the absence to the homeroom teacher. Students are required to make up missed work and the missed hours once they return to school.
- The school will accept a maximum of two handwritten (parent/guardian) excuses per school year.
- After the limit of two handwritten excuses, all additional absences must be accompanied by official documentation (e.g., doctor's note).

We ask families to make every effort to prioritize attendance in these sessions. Consistent presence and participation are critical to helping students close academic gaps and succeed in their learning.

Attendance is a combination of measures that indicate if a student is demonstrating adequate engagement (and therefore attendance). This not only includes the actual attendance hours recorded by the Learning Coach (caretaker), but also lesson and assignment completion rates, and amount of communication with the teacher/administration. Therefore, even though a Learning Coach may record a high number of instructional hours in the attendance records, if a student's work completion rates are not on track or he or she fails to communicate on a regular basis with the teacher, he or she will fall in an Alarm status which means we must proceed with the family right away following the appropriate tier to get the student back on track.

ENGAGED STUDENTS

Students enrolled at the Louisiana Virtual Charter Academy can maintain good standing regarding engagement by:

- Actively communicating with school staff
- Attending all required Class Connect sessions
- Attending scheduled conferences
- Participating in all school and in-person State mandated testing
- Having their attendance logged daily by their learning coach
- Logging into Canvas , grades 6- 12 for at least 2 hours per school day
 - Progress and attendance hours should align
- Responding to a request from LAVCA for a two-way communication in a timely manner (within one school day)
- Proactively communicating with the school regarding technical issues
- Proactively communicating with the school regarding absences
- Adhering to LAVCA school calendar for attendance days; however, students may choose to work on non instructional days or swap vacation days during a semester (i.e. Spring Break week) if they are on pace and passing all courses. Students who swap vacation days must consult with their teachers to ensure that no deadlines are missed.
- For high school students, viewing their personal graduation plan and connecting with their high school counselor on at least a quarterly basis.

Student Support Team Services

The Student Support Team empowers students to overcome challenges – academic, social, emotional, medical or otherwise – to succeed in school and beyond. This holistic approach includes all school staff, including teachers, administrators, Student Support Student Support Advisors and Student Support Team members and linking families to

school and community-based resources. Members of the Student Support Team and teachers work with families to provide the support needed to foster at least one year of academic growth for every student.

LAVCA SST Mission Statement:

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

Student Support Team Goals

- Promoting successful onboarding and meaningful connections to the school for all students
- Early identification of students needing additional layers support or intervention
- Ensuring interventions are implemented with fidelity and within established timelines
- Properly documenting connections, support and interventions to ensure students receive the support they need to succeed
- Commitment to engaging all students and families
- Commitment to ongoing development and improvement of student support program

Strong Start:

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

Student Support Team Interventions:

The Student Support Team (advisors) will monitor each student's progress and will require support sessions for students who meet the parameters of potentially non-engaged. The advisor will inform a student of the required session and the student will then be placed in the tier process.

A student can be placed in the tiered system for failure to complete the following:

- communicate (messages, emails, phone calls)
- attend conferences
- maintain required attendance
- report accurate attendance records
- make sufficient progress in courses
- complete required assessments
- attend required testing
- attend required Class Connect sessions
- attend accelerated classes
- complete work samples, or any such issues

The tiered process is a critical component of our model and helps us to meet our goal of helping each student be successful through a virtual education. Students will remain in the process until satisfactory progress is made. There are four, clearly defined tiers in place for students in the Student Support tiered process. A description of each tier is provided below.

LAVCA Non-Engagement -Tiers And Consequences

The following is a list of Non-Engagement Tiers along with the consequences that will attach to each tier. This process will be utilized to assist students in engaging and getting back on track for success. Please note this list is not all inclusive and the Academic Administrator/Executive Director has the final decision of any actions/conduct determined to be not conducive to learning and engagement and may assign additional infractions to the tiers below.

Non-Engagement Tier 1

Offers interventions (small group, calls, additional attempts, remediation, email for missed CC, etc.) to engage students. Documentation must be completed in the school's OLS/PS.

AP will attend mandatory collaboration meetings with SST Advisors to discuss attendance/progress, along with any other students needing SST, Student Support Team, support. These students will be screened and moved to Tier 2, if applicable. This will act as the Teacher/AP referral to SST. Teachers should have a back-on-track plan created for referred students within 24 hours of referral.

Non-Engagement Tier 2

At this point, the student/family is unresponsive to standard school and teacher interventions and support. The Student Support Team begins supporting the student/family toward compliance. Together with the teachers, the student and LC, the Student Support Team member (known as an Advisor) assigned to the student will decide on the best plan of action and/or create a Back on Track Plan for the student/family. Students will have 2 weeks to complete the plan/show progress. Upon the next collaborative meeting, student progress will be reviewed to determine progression to tier 3 (if plan not completed) or released from SST Tier process(if plan completed). Students who show at least 100% completed progress of their plan with a grade of D or higher, the student will be released from Tier 2.

SST Advisor will provide and monitor the plan created by the teacher for the student (ie, Back on Track Plan). The Advisor will meet with the student weekly to monitor student progress and a contract must be signed by the Learning Coach during the required meeting. If a student is deemed non-compliant, the student moves to Tier 3.

*SPED students will receive 12 school days to complete 100% the plan/show progress with a grade of D or higher. If met, the student will be released from Tier 2.

Non-Engagement Tier 3

Students who continue to be non-compliant and non-engaged in coursework/classes are moved to Tier 3. At this point, a student's personal and educational needs are not being met and further actions are implemented. Learning Coaches are mandated to meet with Assistant Principals in order to achieve compliance within this tier. During this meeting with the families, the AP outlines expectations and requirements to remain enrolled and in good standing. Probation status added to student and letter sent detailing the student will be eligible for withdrawal if non-compliance re-occurs (Tier 4). Students will have one school week to regain compliant status. If families do not attend scheduled required zoom meeting, the following should take place:

- Home Visit
- Curriculum lock
- Required to withdraw from school, if contact made
- Recommendation to Tier 4, if no contact made
- This could lead to the school not allowing the parents or guardians to re-enroll the student.

Non-Engagement Tier 4

All available resources and interventions have been exhausted at this point. The Assistant Principal will send a Tier 4 referral. APs connects with appropriate authorities, attends court cases, Child Welfare and Attendance, FINNS, etc. Once documentation is gathered, meet with the Accountability Team to review for final withdrawal approval. Office Withdrawal form is to be completed and submitted for processing.

LAVCA will notify the Child Welfare and Attendance office of the student's residing district. The family will be notified, via certified mail, regarding recommendation for withdrawal. The legal guardian will have 5 days to appeal this recommendation to the Executive Director.

If a student is withdrawn from LAVCA due to lack of engagement, LAVCA may:

- Report The student to Child Protective Services with concerns of Education Neglect
- Reported to the Louisiana Clearinghouse for Missing Children
- Call the local law enforcement agency to confirm child welfare
- Not allow the parents or guardian to re-enroll the student for the remainder of the current school year or 180 calendar days, whichever is greater.

Virtual School Attendance Plan No log-in: NOTIFICATION OVERVIEW

The notification steps LAVCA takes for No log-ins are as follows. Please make sure your student is logging in through the student account:

- At 2-3 days of student not logging in, the homeroom teacher will notify the parent to communicate the concern and expectation that the student log-in and fully engage in the course daily and make academic progress in alignment with the course pace chart.
- The teacher will report the student as absent. If direct contact is made by the school to the parent, a return email or phone call from the parent is required within 24 hours.
- At 4-5 days total of No log-in, if there is not a response from the parent and/or the student does not actively engage in the course, the teacher will again report the student as absent. Parents will be notified of this and requested to meet with a member of the Student Support Team to discuss next steps regarding non-compliance and lack of attendance and engagement.
- At 6-7 days total of No log-in, if there is not a response from the parent, and/or the student does not actively engage in the course, the student will be placed on academic probation. The parent will have to meet with the AP/Admin to determine the course of action regarding student enrollment status and/or re-engagement.
- At 8-9 days total of No login, if there is not a response from the parent, and/or the student does not actively login and engage in the course, the parent will be notified of referral to truancy due to the student not logging in, not attending class, and non-compliance with student and learning coach expectations. LAVCA will notify the student's parents or guardians through email and U.S. regular mail that the student qualifies for withdrawal. The notice will clearly state that the student has failed to adhere to LAVCA's student attendance and engagement policy, and that LAVCA has determined, according to policy, that the student qualifies for withdrawal.
- At 10 days total of No log-in, If a student's parents or guardians fail to respond to the notice within five school days, the school will send a second notification through email, indicating that since the school received no response to the prior notice that the student's withdrawal from the school will commence immediately via email and U.S. certified mail.

Note: If a student's parents or guardians reply to the first notice and a determination is made that the student had an excused absence or absences, the student's qualifying instances of Non-Engagement (No log-in) will be adjusted to

reflect the excused absence or absences. If after adjustments are made, where applicable, the student no longer has 10 days of Non-Engagement (No log-in), the parents or guardians will be notified that the adjustment was made, the number of days in which the student has been non-engaged, and that the student no longer qualifies for withdrawal under the policy. Excuses must be turned in by 5 school days of absence. See attendance requirements above.

However, if after adjustments are made, where applicable, or if no adjustments are made, the student still qualifies for withdrawal, the parents or guardians will be notified through email and U.S. certified mail that the student still qualifies for withdrawal and that withdrawal will commence immediately.

If a student is withdrawn from LAVCA due to lack of engagement (administrative withdrawal), LAVCA may:

- Report The student to Child Protective Services with concerns of Education Neglect
- Reported to the Louisiana Clearinghouse for Missing Children
- Call the local law enforcement agency to confirm child welfare
- Not allow the parents or guardian to re-enroll the student for the remainder of the current school year or 180 calendar days, whichever is greater.
- All families removed under this policy will receive a letter at the mailing address on file detailing the withdrawal.



Virtual School Attendance Plan STUDENTS IN THE TIER PROCESS DURING A SEMESTER CHANGE

Students who have not been released from the tier process at the end of the first semester, will be addressed according to the following procedure.

- If the student has passed 50% or more of their courses as shown, the student will be released from the tier process. *For example, If the student is enrolled in 4 courses and passes 2 of them, they will be released from the tier process.*
- If the student has not passed 50% or more of their course, the student will remain at their current tier or be escalated to the next tier based upon the student's efforts as observed by the advisor. *For example: If the student is enrolled in 4 courses and passes 1 of them, they will not be released from the tier process.*
 - o Rational for escalation by advisor:
 - The student has not communicated with the advisor or participated in scheduled advisor sessions.
 - The student has made minimal or no effort to complete their individualized BackOn Track plan.
 - If the student is in the tier process and has been given an extension for course work completion by an AA or designee (per the policy on course extensions) and has completed all items, the student will be released from the tier process.
 - If the student is in the tier process and has been given an extension for course work completion by an AA or designee (per the policy on course extensions) and has not completed all items, the student will not be released from the tier process.
 - A student may also remain in the tier process if it is in the student's best interest according to the advisor's professional judgement.
 - For any student released from the tier process: the advisor will note the change on their collaboration document and in PowerSchool. Additionally, the advisor will inform the teachers of the change.

Excessive Attendance Hours

LAVCA requires a daily minimum of 6 hours of attendance to be entered daily into the OLS, no exception. However, this does not prohibit the ability to enter more hours to be reflective of the actual daily work of the student. Excessive hours are any logged hours entered in excess of the normal hours expected, that seem to be unreasonable or unrealistic in daily learning. Although it is understood there may be some school projects or assignments that cause the student to do work longer than normal, these occurrences shall be infrequent and not on a daily basis.

All student hours shall be tracked and monitored during the course of the school year to gauge adequate progress. Hours recorded should be reflective of student participation in live sessions (and recordings when deemed necessary), submission of assignments in a timely manner, and any other applicable assignments such as small group. Students found to have inflated or exaggerated attendance hours shall be subjected, but not limited to the following:

Offense	Action	Note
1 st Offense	Emailed Warning, Documentation & Deletion of any and all suspicious hours, phone call	Failure to respond to contact attempt within 48 hrs results in automatic movement to next tier
2 nd Offense	Email & Mailed Warning, Documentation & deletion of any and all suspicious hours, required attendance re training class with survey completion	Failure to respond to contact attempt within 48 hrs results in automatic movement to next tier
3 rd Offense	All steps listed previously plus curriculum lock and referral to Advisor for Case Management	Curriculum cannot be unlocked until contact has been made with the guardian for the student
4 th Offense	Referred to Administration for a decision	Possible administrative withdrawal with ability to re-enroll revoked

***Please note in the event of deletion of exaggerated hours, this can and will result in a deficiency of hours that could set your student behind in hours. Once the system reflects the student is behind in hours, this can and will result in attendance notifications based on the number of missing hours. Curriculum locks do not benefit the student or the student's education. Until the curriculum lock has been removed, the student will not have access to classwork or live sessions, which will result in the student falling behind. Additionally, when a student has a curriculum lock due to non-compliance, it is the teacher's discretion as to what work the student will be allowed to catch up on upon removal of the lock. Because of this, it is in the best interest of the Legal Guardian and/or Learning Coach to remain truthful and vigilant with the accurate recording and logging of the student's hours daily.*

Student Clubs & Family Engagement

LAVCA provides enrichment opportunities for students and the chance for them to interact with peers locally and nationally. They socialize with each other through online clubs and field trips—from virtual to real world. Students can

show off their skills and talents through Art Competition, Music Showcase, and Poetry and STEM competitions. Families can stay engaged using Facebook, Twitter, LAVCA Weekly News, Pelican Press Monthly Newsletters, Learning Coach University, Outings, Face to Face/Virtual Orientation Sessions, Prom, and Graduation to name a few.

K12 Zone Policy

The K12 Zone is an innovative tool that Louisiana Virtual Charter Academy is implementing to improve engagement, retention, and socialization among our students. It is Louisiana Virtual Charter Academy's goal to ensure that every student is able to communicate and collaborate in a safe and reliable environment. The purpose of this policy is to identify specific offenses that constitute disciplinary actions within the K12 Zone, identify the specific procedures for staff to respond to a reported offense, outline the discipline ladder for each ban from the system, as well as identify specific offenses that can result in automatic yearly bans.

- Here is a [link](#) to the policy.

TESTING INFORMATION

REQUIRED TESTING

Attendance is mandatory at all LAVCA testing events, this includes testing that is scheduled to take place **in person and virtual**. Parents must ensure that students participate in all required state and school testing. This testing includes but is not limited to the Readiness and Interims, as well as all AimsWeb, Desired Results Developmental Profile, DIBELS, LEAP 2025, ACT Series and HS Leap 2025 Assessment formerly known as (End of Course testing). DRC Portal will be used for Online Training and practice tests for Leap 2025 grades 3-8 and HS Leap 2025 for required students.

Non-attendance to required testing can result in administrative withdrawal.

TRANSPORTATION

Although our students do not require daily transportation to school due to attending required classes via a web-based program, **parents ARE responsible for transportation to and from all testing, regardless of distance.** Parents should reach out to their **homeroom teacher** regarding any transportation concerns.

DIBELS

Students in Kindergarten through 3rd grade are required to complete the DIBELS reading assessment **IN PERSON** at the beginning, middle, and end of the school year. DIBELS is now required by the state to be administered in person. Any student who does not Meet or Exceed the benchmark standard on DIBELS will fall subject to the required instructional sessions each week. Students will be notified by email messages, weekly newsletter, and phone of the DIBELS testing dates and times throughout the year by the child's teacher. Students are allowed **one (1) reschedule** during each one of the testing windows. Failure to attend DIBELS testing will result in referral to the Student Support Team.

***DIBELS is now required, by the state, to be administered in person.**

DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP)

This screening is required for all Kindergarten students. Testing will be done face to face throughout the state by LAVCA staff during orientation.

INTERIM ASSESSMENTS

All K-12 Students will take benchmarking tests throughout the year. The results of these and all other assessments will allow parents and teachers to work as partners in developing the best academic path for students. Students are also expected to work in this program on a daily basis in order to both strengthen and build skills. Teachers will use LEAP 360 three (3) times throughout the school year for grades 3-11 to measure their student's progress as it relates to the benchmark goals. **These benchmarks are required and proctored during live class sessions in order to obtain authentic student growth data. Students will be notified by email messages, weekly newsletter, and phone of the interim assessment dates and times throughout the year by the content teacher. Students are allowed one (1) reschedule during each one of the interim testing windows. These assessments ARE included as part of the student's content course grade. Failure to attend the live class under proctored testing setting will result in a score of 0 for that interim assessment.**

K-5 Student Learning Expectations & Grading Policies

Gradebook

LAVCA uses Gradebook to provide students and their learning coaches a 24/7 live view of their weighted grades. Students and learning coaches can access Gradebook through their OLS. Courses in Gradebook are managed by content teachers. If there are any errors or questions about posted grades, please contact the content teacher directly. You will receive a weekly snapshot (progress report) of current grades by email.

Progress Reports (K-5)

For each grading period, the letter grade is based on the weighted grading scale below. School requirements include, but are not limited to, weekly checkpoints, exit tickets, course projects, teacher created assignments and required testing. Progress reports will be emailed weekly from Stride and are "Snapshots".

Kindergarten Grading Scale: SP = 90-100%, MP = 80-89%, IP = 70-79%, NC = 0-69%

Kindergarten Grade Indicator Explanations:

SP = Sufficient Progress (90-100%)

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

MP = Making Progress (80-89%)

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

IP=Insufficient Progress (70-79%)

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

NC=Noncompliant (69% and below)

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

1st - 5th Grading Scale: A = 90-100%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-0%

STUDENTS WITH DISABILITIES: Grades K- 5, except Gifted Students

In addition to the report, the students will receive a progress report every 9 weeks per IEP guidelines. The progress report will be sent via email.

SCHOOL REQUIREMENTS

School requirements include Interim assessments, exit tickets, weekly checkpoints, course projects, teacher created assignments, and state testing attendance requirements and participation including but not limited to DIBELS, DRDP, and LEAP throughout the year. "Back on Track" plans are plans put in place by teachers, advisors, learning coaches, and students for those families whose progress and attendance have not met school requirements.

K5 Gradebook Required Assignments Grading

Scaled Exit Tickets – Students earn the following point values in the gradebook:

Input into Gradebook: Each Friday, teachers pull data from your Exit Tickets and assign points as follows. Grades are inputted each week as assignments become due.

Points Earned	Description
5 pts	Completed Exit Ticket to satisfactory
4 pts	Completed Exit Ticket but feedback for improvements required
1 pt	Completed Exit Ticket but incorrect/missing information
0 pts	Did not complete the Exit Ticket and/or Entry DID NOT appear to be an honest attempt to completing satisfactory

When: An Exit Ticket is assigned at the end of one whole group live instruction class each week. They are assigned in the live classes and due to the teachers by 5:00pm the day of the class.

Checkpoints (Progress Learning or other programs such as iReady, Pear Assessments, Progress Learning etc. are for teachers to assess students on mastery of standards and content.

Extensions: Any extensions to the due dates will require a doctor's excuse, prior notice, and/or agreement in extension between the teacher and LC. The due date will extend to the number of days excused. Ex: 2 days excused = 2 days after returning to school.

When: Checkpoints will be assigned at least every two weeks between benchmark assessments. They are assigned to every course in Canvas each Friday and due to the teachers by 3:00pm. No checkpoints will be assigned during the weeks that students are assigned interim or benchmark assessments. Points may be deducted for late assignment completions. Zeros will be given for checkpoints not submitted.

Interim Assessments

Students earn the following point values in the gradebook:

Assessment	Points Earned	Description
Benchmark 1 Readiness Assessment/iReady Diagnostic for Reading and Math/Progress Learning - Science and Social Studies	20 pts	Completed
	0 pts	Did Not complete
Benchmark 2 and 3 Interim Assessments/iReady Diagnostic for Reading and Math/Progress Learning - Science and Social Studies	20 pts - 0 pts (These assessments will be graded as a regular assessment.)	Aligned to LEAP Ranges

State Required Testing

Students earn the following point values in the gradebook:

Assessment	Gradebook Course	When	Points Earned	Description
DRD	K: ELA	August	20 pts	Completed
			0 pts	Did Not Complete
DIBELS /Numeracy	K - 3: ELA	August, December, & April (Benchmarks)	20 pts	Completed
			0 pts	Did Not Complete
Spring Testing (Points will be given for each subject.)	3 - 5: ELA, Math, Science, Social Studies	April/May	20 pts	Completed
			0 pts	Did Not Complete

iReady Grades

Students will use the online iReady program for the 205-26 school year. Students are required to complete 30-45 minutes of iReady per week. Students are required to complete the diagnostic assessments as scheduled. All iReady assignments and diagnostics are part of the student's math grade. Any missing assignments/diagnostic tests will be given a zero in the gradebook.

Honor Roll

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

- No grade lower than an "A," "B," or "SP"
- Attendance at or above expected hours
- All school requirements are met.

Weekly Announcements/Calendar

All K5 grade levels provide families with weekly announcements that are located in Canvas. You can find live session links, assignments, assessments, and more..

6-8th Grade Student Expectations & Grading Policies

Graded Assignments

For 6-8 State-Tested Courses (ELA 6-8, Math 6-8, Science 6-8, Social Studies 6-8)

Category	Percentage Range	Examples and Details (if applicable)
Exit Tickets	Up to 10%	- Exit tickets will be given in class as a formative assessment ▪ Teachers use this data to inform instructional decisions daily Examples: Newrow poll, Desmos, Google Forms “Exit Tickets do not require a grade because students are not expected to have mastered the topic they just learned in class the same day. Instead, the purpose is to evaluate the strengths and weaknesses of students individually and collectively.” Great Minds
Formative Assessments	50%	- Weekly Checkpoints which assess the primary standard(s) taught or addressed during the week and a minimum of 1 is required weekly for grades 6-8; minimum of 2 checkpoints are required weekly for grades 9-12 - Minimum of 5 questions, can be a computer-graded formative checkpoint, can be given in place of an exit ticket ▪ Computer-graded quizzes that are not used as checkpoints (unit quizzes) - Teacher-graded discussions/External platform usage
Summative Assessments	40%	- Interims in Math & ELA - USA Test Prep Interims in Biology and US History - Computer-Graded Unit Tests - Teacher-Graded Assessments such as essays, projects, labs ▪ Computer-graded quizzes that are not used as checkpoints (unit quizzes) - Teacher-graded discussions/External platform usage

For Non-State-Tested Courses: (Keyboarding, Computer Fund., Quest for Success)

Category	Percentage Range	Examples and Details (if applicable)
Exit Tickets	Up to 10%	- Exit tickets will be given in class as a formative assessment - Teachers use this data to inform instructional decisions daily - Examples: Newrow poll, Desmos, Google Forms “Exit Tickets do not require a grade because students are not expected to have mastered the topic they just learned in class the same day. Instead, the purpose is to evaluate the strengths and weaknesses of students individually and collectively.” Great Minds
Formative Assessments	50%	- Computer-Graded Quizzes - Unit Quizzes - Teacher-Graded Discussions/External platform usage
Summative Assessments	40%	- Computer-Graded Unit Tests - Teacher-Grade Assessments such as essays, projects, labs

End Dates

In order to receive full credit, an assignment must be submitted by the end date.

All assignments:

Due date - 3:30 pm the day it is assigned

End date - 11:59 pm the following Sunday

Example: If an assignment is given on Wednesday, 9/8...

Due date is 3:30 pm Wednesday, 9/8

End date is 11:59 pm Sunday, 9/12

Outside-Of-Class Work Policy

Examples of outside-of-class work: depending on the course, there may be Canvas lessons to complete, reading texts, watching videos, completing quizzes, completing writing assignments (Note: this list is not inclusive of all types of outside-of-class assignments.)

- Before Class Work - This may include watching a video in preparation for the day's lesson or possibly complete an assignment to prepare and pre-assess prior knowledge in preparation for the on-grade level material presented in the class connect.
- After Class Work - this can include: quizzes, unit tests, interim tests, writing assignments, videos, reading course texts, OHS lessons
- With the exception of daily exit tickets and checkpoint quizzes, all other assignments are due the day they are assigned and the end date is the Sunday of the same week at 11:59 pm.

Make Up Policy

The student, parent, or LC should communicate the absence to the course teachers AND the homeroom teacher within 24 hours of an absence to be eligible for an extension on an assignment. The teacher will honor an extension of one school week to submit missed assignments for full credit. Acceptable excused absences include illness, medical appointments due to illness or injury, death in the family or recurring medical treatment.

Zero Entry

Zeros will be entered into the grade book every Friday by 5pm. These zeros will apply to all graded items with an end date of that week's Sunday, 11:59pm. This is to allow students the weekend to complete any graded assignments for that week which were not completed. However, a teacher can input a zero on any given weekday as a reminder for the student to complete the assignment before the Sunday night end date. For students who receive extended time, zeros are to be entered into the gradebook every Monday by noon.

Grade Determination

LAVCA Middle School grades are determined by the sum total of points a student earns on all graded assignments and tests. Points earned by student/total points possible = Grade

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

Letter Grades

Letter grades will be awarded based on the percent of total points a student earns in a course during each marking period.

The State of Louisiana Uniform Grading Scale is listed below:

90-100 A

80-89 B

70-79 C

60-69 D

0-59 F

Report Cards

Report cards will be issued quarterly, at the end of each nine weeks marking period and will be emailed to the student's learning coach/parent/guardian. Quarterly grades will be based upon the work students complete and points students earn during that marking period only.

Final Grades

For students in grades 6-8, final grades for courses will be calculated by averaging the Quarter 1, Quarter 2, Quarter 3 and Quarter 4 letter grades. For example in ELA 6, if a student earns an A for Q1, a B for Q2, a B for Q3 and a C for Q4, the A, B, B, and C averages to a B for the final grade for the course. For middle school courses taken for Carnegie credit (Keyboarding, Computer Fundamentals, English I, Algebra I, Speech I, Health, Quest for Success), Carnegie credit will be awarded based on the final grade earned in the course.

Carnegie Credits For Middle School Students

Middle school students will have the opportunity to earn Carnegie credit beginning in 6th grade. Sixth graders will be offered keyboarding and seventh graders will be offered Computer Literacy. Eighth graders can have the opportunity to earn Carnegie credit by taking Quest for Success, Algebra I and English I.

Algebra I and English I are LEAP 2025 courses. Therefore, middle school students enrolled in these high school courses must take the LEAP tests associated with these classes. In addition, all 8th-grade students are required to take the 8th-grade Math and ELA LEAP tests. Therefore, 8th-grade students enrolled in Algebra I and/or English I are required to take the LEAP 2025 test(s) associated with the high school class(es) AND the 8th grade LEAP tests for Math and English.

Credit Recovery

Students who failed a course required for a high school diploma in Louisiana will be provided opportunities to recover credit. Opportunities include:

Summer school at another site (LAVCA must pre-approve)

Students can take courses for repeat credit at another summer school site but LAVCA must give written permission before a student enrolls at the approved summer school site. LAVCA will add the course and grade to the student's transcript upon receipt of the official summer school transcript from the pre approved site.

Semester And Final Exams

Students must take final exams at the end of both fall and spring semesters. Excused absences are not allowed for these exams. In order to protect test confidentiality, all exams must be taken on assigned days. Students who cheat and/or plagiarize in any way on a final exam or final project shall not be allowed to resubmit it for credit. Final exam schedules are posted in course calendars at the beginning of the semester; further information is posted in course announcements and communicated to families throughout the semester.

Honor Roll

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

9-12th Grade Student Expectations & Grading Policies

Graded Assignments

For 9-12 State-Tested Courses (Algebra I, Geometry, English I, English II, Biology, US History, Civics):

Category	Percentage Range	Examples and Details (if applicable)
Exit Tickets	Up to 5%	▪ Accuracy or completion grade ▪ Cannot exceed 5% of total points for a marking period ▪ Can be utilized as bonus points.
Formative Assessments	Up to 50%	▪ Weekly Checkpoints which assess the primary standard(s) taught or addressed during the week. (minimum of 2 checkpoints are required weekly for grades 9-12 and a minimum of 1 is required weekly for grades 6-8, minimum of 5 questions, can be a computer-graded formative checkpoint, can be given in place of an exit ticket) ▪ Computer-Graded Quizzes that are not used as checkpoints (Unit Quizzes) ▪ Teacher-Graded Discussions/External platform usage (teacher generated assessments)
Summative Assessments	Up to 50%	▪ Interims in Math & ELA ▪ LEAP 360 Progress Learning (Beginning of year, Middle of year, End of Year) ▪ Computer-Graded unit tests ▪ Teacher-Graded assessments such as essays, projects, labs

Note: For 9-12 state-tested courses, the LEAP 2025 test score will be 15% of the student's final grade in the course.

For Non-State-Tested Courses:

Category		Percentage Range	Examples and Details (if applicable)
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Exit Tickets Formative Assessments		Up to 10% Up to 40%	▪ Accuracy or completion grade ▪ Cannot exceed 10% of total points for the marking period. ▪ Can be utilized as bonus points. ▪ Computer-Graded Quizzes ▪ Unit Quizzes ▪ Teacher-Graded Discussions/External platform usage
Summative Assessments		Up to 60%	▪ Computer-Graded Unit Tests ▪ Teacher-Grade Assessments such as essays, projects, labs

End Dates

In order to receive full credit, an assignment must be submitted by the end date.

All assignments:

Due date - 3:30 pm the day it is assigned

End date - 11:59 pm the following Sunday

Example: If an assignment is given on Wednesday, 9/8...

Due date is 3:30 pm Wednesday, 9/8

End date is 11:59 pm Sunday, 9/12

Outside-Of-Class Work Policy

Examples of outside-of-class work: depending on the course, there may be Canvas lessons to complete, reading texts, watching videos, completing quizzes, completing writing assignments (Note: this list is not inclusive of all types of outside-of-class assignments.)

- Before Class Work - This may include watching a video in preparation for the day's lesson or possibly completing an assignment to prepare and pre-assess prior knowledge in preparation for the on-grade level material presented in the class connect.
- After Class Work - this can include: quizzes, unit tests, interim tests, writing assignments, videos, reading course texts, lessons in Canvas
- With the exception of daily exit tickets and checkpoint quizzes, all other assignments are due the day they are assigned and the end date is the Sunday of the same week at 11:59 pm.

Make Up Policy

- Make up policy will be determined by the Individual Teacher.
- The student, parent, or LC should communicate the absence to the course teachers AND the homeroom teacher within 24 hours of an absence to be eligible for an extension on an assignment.
- The teacher will determine if extended time on a graded classwork assignment (exit ticket or checkpoint) will be given depending on the reason for the absence and proof that the student has watched the recording.

NOTE: Assignments other than graded classwork assignments (exit tickets and checkpoints) WILL NOT be given extended time because students already have until Sunday at 11:59pm the week it is assigned to complete. NO EXCEPTION.

- Acceptable excused absences include illness, medical appointments due to illness or injury, death in the family or recurring medical treatment.

Zero Entry

Zeros will be entered into the grade book every Friday by 5pm. These zeros will apply to all graded items with an end date of that week's Sunday, 11:59pm. This is to allow students the weekend to complete any graded assignments for that week which were not completed. However, a teacher can input a zero on any given weekday as a reminder for the student to complete the assignment before the Sunday night end date. For students who receive extended time, zeros are to be entered into the gradebook every Monday by noon.

Grade Determination

LAVCA High School grades are determined by the sum total of points a student earns on all graded assignments and tests. Points earned by student/total points possible = Grade
Example: In his or her math class, the student earns 563 points out of a total of 700 possible points. The grade will be 80%. $563/700 = 80\%$
Regular courses are weighted using a 4 point scale where A = 4, B = 3, C = 2, D = 1 and F = 0.

Letter Grades

Letter grades will be awarded based on the percent of total points a student earns in a course during each marking period. The table below shows the percentage ranges for each letter grade based on the state of Louisiana Uniform Grading Scale.

PERCENT LETTER GRADE	
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Report Cards

Report cards will be issued quarterly, at the end of each nine weeks marking period and will be emailed to the student's learning coach/parent/guardian. Quarterly grades will be based upon the work students complete and points students earn during that marking period only.

Final Grades

For students in grades 9-12, final grades for courses will be calculated by averaging the Quarter 1, Quarter 2, Quarter 3 and Quarter 4 letter grades. For example in ELA 6, if a student earns an A for Q1, a B for Q2, a B for Q3 and a C for Q4, the A, B, B, and C averages to a B for the final grade for the course. For High School courses taken for Carnegie credit (Keyboarding, Computer Fundamentals, English I, Algebra I, Speech I, Health, Quest for Success), Carnegie credit will be awarded based on the final grade earned in the course.

For students in grades 9-12, final grades for courses will be calculated as described below:

For non-LEAP-tested subjects - Final grade is calculated by averaging the Quarter 1 and Quarter 2 letter grades. For example in English III, if a student earns an A for Q1 and a C for Q2, the A and C average to a B for the final grade for the course.

For LEAP-tested subjects - Final grade is calculated using the quarter grades and LEAP score grade in the following manner: Quarter 1 = 42.5% of final grade; Quarter 2 = 42.5% of final grade; LEAP score grade = 15% of final grade. All high school courses are taken for Carnegie credit to earn a high school diploma.

Semester Length Course Grades

In grades 9-12, a failure for the SECOND NINE-WEEKS is a failure for the semester regardless of the grade for the first nine-weeks EXCEPTION: In a LEAP Course ONLY, if the student fails the SECOND NINE WEEKS, but has the required 1.0 average as appropriately calculated to include all Grading Periods and the LEAP Categorical Score, AND earned a category score in the top two achievement levels (Mastery OR Advanced) on the LEAP Test, then the student will pass with the appropriate letter grade assigned as calculated by Quality Points earned.

Full Year Course Grades

Full Year Course Grades In grades 9-12, a failure for the SECOND SEMESTER or a failure for the FOURTH GRADING PERIOD is a failure for the course regardless of the grades of the first semester. EXCEPTION: In an LEAP-Course ONLY, if the student fails the SECOND SEMESTER or fails the FOURTH GRADING PERIOD, but has the required 1.0 average as appropriately calculated to include all Grading Periods and the LEAP Categorical Score, and earned a category score in the top two achievement levels (Mastery OR Advanced) on the LEAP Test, then the student will pass with the appropriate letter grade assigned as calculated by Quality Points earned.

Carnegie Credit

A Carnegie unit refers to the credits a student earns for a course. Most courses are 1.0 credit courses while other courses, such as PE II and Health are 0.5 credit courses. Carnegie credits are totaled to determine grade level placement, at the end of each school year, and for specific diploma pathway requirements.

Students graduating prior to the completion of the traditional four-year high school sequence under an approved early graduation program shall be ineligible for Valedictorian or Salutatorian designation.

Credit Recovery

Students who failed a course required for a high school diploma in Louisiana will be provided opportunities to recover credit. Opportunities include:

1. Summer school at LAVCA

Students can take up to one full credit one during LAVCA summer school. Each credit has a \$125 fee. Eligible high school summer school credit recovery courses include but not limited to:

English: English I, English II, English III

Math: Algebra I, Geometry, Algebra II

Social Studies: World History, Civics, US History

Science: Physical Science, Biology, Chemistry

2. Summer school at another site (LAVCA must pre-approve)

Students can take courses for repeat credit at another summer school site but LAVCA must give written permission before a student enrolls at the approved summer school site. LAVCA will add the course and grade to the student's transcript upon receipt of the official summer school transcript from the pre-approved site.

3. During the school year at LAVCA

Students will be placed in their prescribed courses for graduation as well as courses in which they need to recover credit needed to graduate on time. This may result in students having to take up to 8 or more courses each semester. Credit recovery may take place within the K12 platform or through an outside vendor.

Leap 2025 Grading

Required LEAP 2025 tests will count for 15% of the student's final grade. For students eligible for the April Dunn Act, LEAP 2025 tests will count for 5 % of the student's final grade. The LEAP 2025 must be taken at a designated test site. Test date, time, and site information will be communicated to parents and students in advance.

Semester And Final Exam Schedule For Non-Leap Tested Subjects

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

credit. Final exam schedules are posted in course calendars at the beginning of the semester; further information is posted in course announcements and communicated to families throughout the semester.

Final Exam Policy For Non-Leap Tested Subjects

Students with an A average and who have turned in all assignments by their due dates are EXEMPT from taking the final exam IF ALL coursework is complete.

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

Honors Course Policy

- Honors placement is dependent upon student interest and teacher recommendation. ▪ Towards the end of each school year, teachers are asked to identify potential students for honors placement in the upcoming year. Families are then given the choice to enroll in honors courses based on the teacher's recommendation.

- Honors courses cover the SAME content as the grade level course, but have additional projects added to fulfill the requirements of Honors credit.

- Once students are enrolled in honors courses, they are committed to completing all assignments for the course, and the final grade will reflect the student's work throughout the semester.

- Students will NOT be allowed to drop down to the regular course after committing to honors course requirements.

Honor Roll

- GPA of 4.0 or higher qualifies a student for the Straight A Team
- GPA of 3.5-3.9 Principal's List
- GPA of 3.0- 3.4 qualifies a student for honor roll (No more than 1 C)

Physical Education Courses

Students are able to participate in physical education courses virtually but completing assigned physical activity tasks.

Grade Placement

Grade level is determined by students earning the minimum amount of credits required for each grade level as detailed below:

Grade Level Minimum Credits

10TH – 5 credits

11th – 11 credits

12th - 18 and possibility of acquiring remainder of requirements by the end of the school year.

Louisiana Tops

State law requires that you make an election at the beginning of each school year starting in 8th grade as to whether you give or deny consent for LAVCA to collect your child's Personally Identifiable Information (PII) and disclose it to the Louisiana Office of Student Financial Assistance (LOSFA) for TOPS and other financial aid or to the state's colleges and universities for admissions. We will no longer provide your child's transcript data to LOSFA and the Institutions without your permission. This consent form was filled out upon registration or reregistration. If you did not fill one out, please ask your homeroom teacher for a new copy to complete.

Dual Enrollment

Dual enrollment is the simultaneous enrollment of a student in both high school and college for which the student receives credit on both their high school and college transcripts for the same course. Students may enroll in college courses at local technical, community and/or four-year colleges. Students enrolled in a college course follow the college curriculum. The course is taught by either the college instructor or a high school instructor who is approved to teach the college course.

With dual enrollment course credits, students may begin accumulating college credits while still in high school, thus providing a smoother transition to college after high school graduation. Students also have the opportunity to complete college faster by earning college credits while still in high school.

Students interested in taking courses in Louisiana Virtual Charter Academy dual enrollment program must:

- Take the ACT test and earn a sub-score of 19 or higher in Math, and a sub score of 18 or higher in English
- Have a minimum GPA of 2.5
- Be at least 15 years of age

Students interested in taking technical education courses in LAVCA's dual enrollment program must:

- Meet the enrollment requirements of the technical college
- Have a minimum GPA of 2.5
- Must be approved by the administrative team.

Eligibility for dual enrollment is approved by LAVCA's guidance team. Students must meet the admission standards of the college awarding the credit, as well as Louisiana Virtual Charter Academy school requirements. Admissions standards vary between technical colleges, community colleges, and four-year universities. For more information, contact LAVCA's guidance team at 504-322-7543 to discuss admission standards and other details regarding dual enrollment.

CRE OPPORTUNITIES

Click above to view the pathways offered at LAVCA.

Appealing Of Final Grades And Awarding Of Credit

Students and parents may appeal a student's final grade or the school's decision to award credit for a course up to 30 days after the end of a semester. Appeals will not be considered later than 30 days after the end of a semester.

Accommodations For New Students

After the first month of school, all students that are newly enrolled will start their coursework where the class is currently in the pacing guide. It is understood that the student has already received instruction for all previous lessons while enrolled at the previous school. This will help the student to be ready to participate with Class Connect sessions and not fall behind. Each classroom teacher will take care of this. There are few exceptions to this rule. Please discuss such exceptions with your homeroom teacher.

Promotion And Retention

LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

Parent/Student/Teacher Communication

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

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

LAVCA teachers are instructed to allow their voicemail to answer all incoming calls. Please allow 24 hours for a return phone call and/or email. LAVCA does not reimburse parents for long-distance calls. Parents are expected to inform their

LAVCA teacher of any changes to contact information. Parents must also update contact information within the account setup on the Online School®

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

Conferences

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

Monitoring of educational progress of high school students is also accomplished through connecting with the high school counseling team. On a quarterly basis, high school students are required to meet individually via Class Connect with the student's assigned high school counselor. Learning coaches are welcome to attend these conferences. The quarterly conferences are an opportunity for students to understand their graduation plan, develop goals for after graduation, and identify opportunities for a successful high school experience. Students and learning coaches will regularly receive emailed information about how to schedule a quarterly conference with their high school counselor. Scheduling and attending the individual quarterly conference is vital in order for LAVCA to fulfill our commitment to comprehensive support for every student.

Class Meetings

All parents and students in grades K-12 will be invited to participate in Mingles or assemblies with their teachers. Each meeting will last around 15 minutes. Teachers will present important information for both the students and parents. These meetings are also a time for homeroom celebrations and fun student activities.

Class Connect Requirements

Class Connects

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

Live Help

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

Fire Drill Plans

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

If a time arises that we have a school wide systems error or outage, we will initiate fire drill procedures. An auto dialer will be sent out, and all families will receive a short phone call initiating the fire drill, and given the instructions on how to proceed.

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

BEHAVIOR EXPECTATIONS

DISCIPLINE POLICY:

<https://docs.google.com/document/d/1m-gpykUVxevPsW-zCqvk8rzsgNbPJU9l/edit?usp=sharing&ouid=101199646784672958979&rtpof=true&sd=true>

LAVCA students are subject to the rules and restrictions implemented by Louisiana Virtual Charter Academy and the Student Code of Conduct: Acceptable Use Guidelines for the Internet. Students enrolled in LAVCA should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Acceptable Use Guidelines For The Internet

- Posting anonymous messages online is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Students must use only their own usernames and passwords and must not share these with anyone. ▪ Students must log into Class Connect through their student OLS account.
- Students may not interfere with other users' ability to access LAVCA, disclose anyone's password to others or allow them to use another user's account. Students are responsible for all activity that is associated with their usernames and passwords.
- Students must not publicly post their personal contact information (address and phone number or social media accounts) or anyone else's.
- Students must not publicly post any messages that were sent to them privately.
- Students are not allowed to download, transmit or post material that is intended for personal gain or profit, non-LAVCA commercial activities, non-LAVCA product advertising, or political lobbying on a LAVCA owned instructional computing resource.
- Students may not use LAVCA instructional computing resources to sell or purchase any illegal items or substances.
- It is not allowed to upload or post any software on LAVCA instructional computing resources that are not specifically required and approved for student assignments.

Inappropriate Behavior

- Insults or attacks of any kind against another person or group of people.
- Use of obscene, degrading, or profane language.
- Harassment (continually posting unwelcome messages to another person) or use of threats.
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.

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

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

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

Violation Consequences

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

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

Cell Phone Use During Louisiana Standardized Assessments

Students are not permitted to use or bring into the testing environment any electronic device that could allow students access to information (e.g., cell phone, PDA, electronic recording or playback device, etc.).

An announcement should be made prior to testing that such devices are not allowed in the testing environment. Such items brought into the testing environment should be collected and secured by the examiner prior to testing and returned only after students have turned in all testing materials. Examiners and proctors should watch for students having and/or using such devices and collect them before testing begins. In the event a student brings such a device into the testing environment but does not have the device out during testing, the examiner and/or proctor should collect the device and allow the student to continue testing.

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

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

The examiner and/or proctor should notify the District Test Coordinator immediately and the District Test Coordinator will contact the specific assessment specialist at the Louisiana Department of Education (LDOE) and report the incident

as an irregularity. An Irregularity Form with statements must also be submitted to the LADOE as soon as possible. If it is subsequently determined by the Department that the student did use or intended to use the device to share, retain, or access information, in addition, the test for that student will be invalidated.

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

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

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

Confiscation Of Unauthorized Items

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

Seclusion & Restraint

During face-to-face events, students are expected to treat all those around them with respect. In the event a student is attempting to be harmful to self or others, the student will be escorted to an area away from others.

If the event is a family centered event and the parent is present, the staff will yield to the parent regarding interventions. If the parent is not present at the event (for example, testing), the staff will ensure the student is calm and doesn't have access to cause harm to self or others. The parent will be called to report to the site of the event to intervene and the student will be placed back in the parent's care. If deemed necessary, emergency professionals will be called.

Academic Integrity Policy

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

Examples of academic dishonesty are:

- The use of AI generated answers or written responses from sources including but not limited to Chat GPT,
- Copying answers word for word from any portion of an outside source such as Yahoo answers, Wikipedia, or Google.com
- Intentionally paraphrasing ideas from any outside source without proper acknowledgement.
- Submitting in whole, or in part, the work of another student.
- Submitting in whole, or in part, an assignment written for another course by someone else.
- Intentionally allowing one's essay, assignment, or test answers to be copied by another student

- Learning Coach completing assignments and submitting as student work, on behalf of the student
- Plagiarism and cheating are taken very seriously. Students who use all or part of someone else's work, without appropriate credit or citation, are in violation of these policies.

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

Second Offense: The student will earn a grade of zero without any chance to make up the assignment. LC and the student will have a meeting with the lead teacher in the respective grade band.

Third Offense: The student will be required to attend a plagiarism class on a Friday to be determined by the admin team. The student will have a plagiarism assignment to complete during this class.

Fourth Offense: LC and student will meet with the AP and or AA regarding the offenses. Consequences could include but are not limited to: suspension from classes, being placed on a do not re-enroll list, or failing the course.

NOTE: Offenses are cumulative for the year regardless of the class that the plagiarized work is submitted in. If a student receives a first offense in history, and another incident occurs in math, then this is his/her "second offense."

ACADEMIC INTEGRITY IN K-5 (PROGRESS FALSIFICATION)

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

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

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

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

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

GUIDELINES TO AVOID PROGRESS FALSIFICATION:

- Students SHOULD NOT complete more than 3 lessons per course in one day.
- Students SHOULD NOT complete more than 1 lesson assessment per course in one day.

Internet Safety

Please consider the location of the computer your child works on. The K12 lessons sometimes have links to other sites. Before you leave the k12 website, there is a pop-up that verifies that you want to leave. Please make sure that a firewall

is installed on your computer. While the internet is a fabulous tool, it can present dangers to students. Please take time to talk to your students about internet safety and take steps to protect them.

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

Network Etiquette

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

- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, and body type, physical or mental health.
- Focus your responses on the questions or issues
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people's privacy. Don't broadcast online discussions, and never reveal other people's email addresses.

Anti-Bullying And Cyberbullying Policy

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

If you feel as though you are a bullying victim, please reach out to a teacher or administrator.

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

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

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. An appropriate consequence will be determined after meaningful consideration of these factors. Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation or bullying may range from counseling interventions up to and including suspension or expulsion.

Logging into Canvas/PowerSchool:

New Students:

Create Learning Coach and Student accounts at <https://login-learn.k12.com/#login> You may view the written instructions or you can watch this short video.

Returning Students:

Use your username and password to log in at <https://login-learn.k12.com/#login>

If you need to update your (Learning Coach) email account or phone number, please contact your homeroom liaison. If you need to update an address, email or fax TWO proofs of residency to your registrar and email your homeroom liaison.

If you cannot log in to your account, reach out to K12's Helpdesk at 866-512-2273 or <https://webform.k12.com>

CRISIS MANAGEMENT: PLAN OF ACTION

Student Support Team (SST) Protocol Review

- Teacher should notify Student Resource Coordinator (SRC) of any potential candidate for SST Protocol
- SRC will then communicate with teachers, administration, Student Support Administrator (SSA) and LC to set up Protocol
- Once decided, SSA will assign an SST member to proceed. The principal will notify all teachers and the length of time this will be in place.
- SST will serve as Liaison between Teachers/Students for the Time Period.
- Once integrated, students will be taken off Protocol and return to the school setting.

Types of Crisis experienced at LAVCA

- Natural Disasters
- Student / Family Trauma
- Active Gunman / Hostage

Natural Disasters

- Preparation with GO BAGS
- In general, it is recommended that you keep at least three gallons (11 L) of water per person and three days of nonperishable, ready-to-eat foods.
- Blankets, complete change of warm clothes, and sturdy shoes
- Flashlight, radio (battery or windup), and spare batteries
- First-aid kit and a whistle to signal for help
- Eating utensils, can opener, pocket tool set, and waterproof matches
- Dust masks, waterproof tape, and plastic sheeting for shelter
- Toothbrushes, soap, towels, and toilet paper
- Child-care supplies and special-needs items for seniors or the disabled
- A waterproof container with needed medication, copies of prescriptions, and other important documents
- List of emergency contacts and meeting places and a local map

- Credit cards and cash
- Extra set of house keys and car keys
- Paper, pencils, books, and games for children
- Admin provide directives regarding plan of action regarding class connect sessions, school closures, etc. ▪ Notify your immediate supervisor if you are affected by the natural disaster.
- Supervisors contact the admin with updates.
- Homeroom teachers communicate with students regarding their status and/or needs. ▪ Results from student communications should be sent to SRC for follow-up.
- SRC will provide support to Student/Families.

Student / Family Trauma

- Death of a student/family member
- Institutionalization
- Suicidal ideation/attempt
- Abuse/neglect of a student

Death of Student

1. Notify Admin/SRC/Teachers
2. SRC will work with Family
3. SRC will facilitate Debriefing Class for Students/Teachers
4. Notify Attendance, Reduce Communication

Death of a Family Member

1. Contact SRC/Teachers
 2. SRC will work with Family
 3. Possible SST Intervention and Protocol set up if necessary
 4. Notify Attendance, Reduce Communication
- Institutionalization/suicidal attempt
1. Notify admin/SSA/SRC
 2. SRC notifies attendance department/teachers about communication protocol
 3. SST intervention and/or protocol if necessary (Follow SRC Protocol Procedures Above)

Abuse/neglect

1. Discuss with SRC
2. Abuse/neglect will be reported to appropriate authorities by teacher/SRC

Active Gunman/Hostage (Blended and/or Testing Sites)

Preparation:

1. Supervisor contacts the police and conveys location information.
2. Talk with building staff/understand protocol.
3. In advance, the supervisor should have group text ready, or approved mode of communication, for staff.

Routine/Daily Tasks:

1. Staff be aware of surroundings.
2. Report any suspicions to the supervisor and building manager.

3. Post signs prohibiting weapons, etc.

4. Note exit points around the facility.

Emergency occurs

1. Stay in place—lock doors/block entrance (in classroom)

2. Wait for direction—police/lead

Vaping

In accordance with the **Tobacco-Vaping Free Act of Louisiana**, all properties owned and operated by Louisiana Virtual Charter Academy/CSAL Inc. are tobacco/vaping free. “Properties” is defined as school buildings and grounds, as well as any mode of transportation owned and operated by Louisiana Virtual Charter Academy/CSAL Inc. Additionally, all forms of tobacco are strictly prohibited at all school related events, whether the event is scheduled during regular school hours or after school hours. This policy refers to all persons including staff, students, and visitors.

Students who are found to be in possession of tobacco or vaping products, tobacco or vaping paraphernalia/contraband, or any smoking object/device, including but not limited to electronic cigarettes, advanced personal vaporizers, vape pens, vape mods, and all similar devices on school board property (including testing site, outings, etc.) during the school day, as well as after school hours, will result in disciplinary action, that could include mandatory expulsion.

Resources

<http://www.ascd.org/books-publications.aspx>

<http://www.teachthought.com/pedagogy/student-engagement/21-simple-ideas-to-improve-student-motivation/>

<http://www.scholastic.com/parents/resources/article/motivate-school-success/10-ways-to-motivate-your-child-to-learn>

<http://www2.ed.gov/parents/academic/help/adolescence/partx4.html>

Student Services

Mailing address: LAVCA

Attn: Staff Member

4962 Florida Boulevard

Baton Rouge, Louisiana 70806

Identification of English Language Learners (ELL) Coordinator

Aliyah Joseph

ajoseph@lavirtual.org

4962 Florida Blvd, Baton Rouge, LA 70806

504.322.7543 Ext.

MTSS/School Building Level Coordinator (SBLC)

Dr. Coreatha Chisley, SBLC Coordinator, cchisley@lavirtual.org, 504.322.7543 Ext. 3246

IEP Writers

Diana Davis (K-6), didavis@lavirtual.org, 504.322.7543 Ext. 3300

Jennifer Fabacher (6-8), jfabacher@lavirtual.org 504.322.7543 x 1034

Jason Leonard(7-12), jaleonard@lavirtual.org 504.322.7543 x 1021

Identification of Section 504

Dr. Ashley Walker (K-6) 504 Coordinator, aswalker@lavirtual.org, 504.322.7543 Ext. 3237

Amaris Ledoux (7-12) 504 Coordinator, amledoux@lavirtual.org, 504.322.7543 x 1024

Identification of Homeless Liaison/McKinney Vento

Jane Kanadpon

Family Resource Coordinator

504.322.7543 x 3231

For questions, support, and/or resources.

KNOW YOUR RIGHTS



- ARE YOU STAYING IN TEMPORARY HOUSING?
- DO YOU WANT YOUR CHILDREN TO STAY AT THEIR CURRENT SCHOOL?
- ARE YOU HAVING TROUBLE ENROLLING YOUR CHILDREN IN SCHOOL, OR GETTING THEM THERE?

Help may be available.



1. If you are staying temporarily with someone else because you lost your housing, or staying in a motel, campground, shelter, or in an outside or inadequate place, you and your children have special rights at school.



2. Those rights include:

- Staying in the same school even if you move, and receiving transportation to that school, as long as it is in the student's best interest
- Enrolling in school immediately without the documents schools usually require
- Receiving free school meals
- Getting help with school supplies and other needs
- Extra support for youth who are on their own
- Help connecting young children with early childhood services



3. Contact your school district's McKinney-Vento Liaison to find out if you qualify for help.



4. Contact your McKinney-Vento [State Coordinator](#) (<https://www.ed.gov/press/releases/2012/03/20120320-Contact-Info.pdf>) if you can't reach the Liaison or have other questions.

www.schoolhouseconnection.org

Identification of Foster Care Coordinator

James Baker

Family Resource Coordinator

4962 Florida Blvd, Baton Rouge, LA 70806

jmbaker@lavirtual.org

504.322.7543 x 3136

For questions, support, and/or resources.

Identification of Migrant Education Coordinator

James Baker

Family Resource Coordinator

4962 Florida Blvd, Baton Rouge, LA 70806

jmbaker@lavirtual.org

504.322.7543 x 3136

For questions, support, and/or resources.

LOUISIANA MIGRANT
EDUCATION PROGRAM



**FREE
EDUCATIONAL SERVICES**

Have you moved in the past 3 years to work in any of these industries?



Fish/Shellfish Processing Agriculture Food Processing Forestry Industry

Are you under the age of 22 or do you have children under the age of 22?

If you've answered yes to either of these questions you could qualify for free educational services. Services vary in each parish but may include:

- Tutors for Children in School
- English Classes
- Enrichment Activities
- Referrals to Community Programs

Your Community Liaison is:
ANNA RAMIREZ
607-435-6709

Identification of American with Disabilities (ADA) Compliance Act Coordinator/Special Programs

Tara Ferguson, Special Programs Manager

taferguson@lavirtual.org

4962 Florida Blvd, Baton Rouge, LA 70806 504.322.7543 Ext. 1025

Request for Parent/Guardian Interpreter Services or Disability Accommodations

Professional interpreter services may be requested at any time for parents/guardians of students with disabilities by contacting Tara Ferguson at taferguson@lavirtual.org.

Additionally, if any parent/guardian has a disability or other limitations that would impact their ability to participate fully in their child's educational planning process, LAVCA would be happy to discuss accommodations that may be available to maximize the parent/guardian's participation. Individuals seeking to discuss accommodations for this reason may contact Tara Ferguson at taferguson@lavirtual.org.

Procedural Safeguards

In accordance with the Individuals with Disabilities Education Act (IDEA) requirement that all educational agencies provide parents of students with disabilities notice containing a full explanation of the procedural safeguards available

under the IDEA and U.S. Department of Education regulations, please click <https://www.louisianabelieves.com/docs/default-source/academics/louisiana's-educational-rights-of-children-with-disabilities.pdf?sfvrsn=12> to review the Procedural Safeguards Notice.

Annual Public Notice of Special Services & Programs

In accordance with federal and state regulations, LAVCA will provide an annual public notice to families informing them of LAVCA's Child Find responsibilities, procedures involved in the identification of educational disabilities and determination of students' service and support needs. Families are encouraged to review the following information that describes these regulations. Information regarding LAVCA's internal practices to comply with these will be available in the LAVCA's Special Programs Manuals and Handbooks.

Child Find

LAVCA strives to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in IDEA, includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury. The process of identifying, locating, and evaluating these children is referred to as Child Find. Child Find surveys are sent during the fall and spring semesters.

As a public school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. In order to comply with the Child Find requirements, LAVCA will implement procedures to help ensure that all LAVCA students with disabilities, regardless of the severity of their disability, who are in need of special education and related services—are identified, located, and evaluated—including students with disabilities who are homeless or students who are wards of the state. Parent/Guardian permission and involvement is a vital piece in the process. Once a student has been identified as having a "suspected disability" or identified as having a disability, LAVCA will ask the student or the student's Parent/Guardian for information about the child such as:

- How has the suspected disability or identified disability hindered the student's learning?
- What has been done, educationally, to intervene and correct the student's emerging learning deficits?
- What educational or medical information relative to the suspected disability or identified disability is available to be shared with the school?

This information may also be obtained from the student's present or former teachers, therapists, doctors, or from other agencies that have information about the student.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. In keeping with this confidence, LAVCA will keep a record of all persons who review confidential information. In accordance with state regulations, parents have the right to review their child's records.

As part of the Child Find process, some services may include a complete evaluation, an individualized education program designed specifically for the child, and a referral to other agencies providing special services.

Consent

LAVCA cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of a student's parents/legal guardians. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the Louisiana website, www.louisianabelieves.com, or by accessing the link via the Child Find section of the LAVCA website. Once written parental/guardian consent is obtained, LAVCA will proceed with the evaluation process. If the parent disagrees with the evaluation results, the parent can request an independent education evaluation at public expense.

Special Education (IEP) or Individual Accommodation Plan (504 Plans)

LAVCA cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of a student's parents/legal guardians. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the Louisiana website, www.louisianabelieves.com or by accessing the link via the Child Find section of the LAVCA website. Once written parental/guardian consent is obtained, LAVCA will proceed with the evaluation process. If the parent disagrees with the evaluation results, the parent can request an independent education evaluation at public expense. Once the evaluation process is completed, a team of qualified school personnel, parents/guardians, and other relevant service providers hold an evaluation determination meeting to come to an agreement on whether the student meets eligibility for one of the disability categories under IDEA.

See <http://bese.louisiana.gov/documents-resources/policies-bulletins> for information related to eligibility criteria associated with the disability categories defined under IDEA.

If the student is eligible and requires specially designed instruction:

- an Individualized Education Plan (IEP) will be coordinated; during which the IEP team will review and finalize the proposed details of an appropriate educational program to meet the student's documented needs.
- For students confirmed to present with special education needs, once the IEP team agrees on the IEP and the student's educational placement, a Prior Written Notice (PWN) will be sent to the parent/guardian for signature. This must be signed and returned.
- LAVCA can only proceed with implementing the student's IEP (or 504 Plan) upon receipt of the signed PWN.
- Some students are found to present with one or more disabilities, but do not meet the eligibility criteria outlined under IDEA (special education); however, their disability may still require LAVCA to develop a 504 Service Agreement (504 Plan) to outline the special provisions a student may require for adaptations and/or accommodations in school-based instruction, facilities, and/or activities.
- Students may be eligible for certain accommodations or services if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualifies under the applicable laws.
- LAVCA will ensure that qualified students with disabilities have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, LAVCA will provide students with disabilities the necessary educational services and support they require to access and benefit from their educational program.
- This is to be done without discrimination or out of pocket cost to the student or family for the essential supplementary aids, services or accommodations determined to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws.

Click

<http://www.louisianabelieves.com/docs/default-source/students-with-disabilities/section-504-overview-and-the-individual-accommodation-plan-august-2016.pdf?sfvrsn=2> for more information related to Section 504 of the Rehabilitation Act of 1973.

Parents/Guardians have the right to revoke consent for services after initial placement. Please note, a revocation of consent removes the student from ALL special services and supports outlined on the IEP or 504 Plan. (REFER TO STATE GUIDELINES)

Accommodations for students with disabilities or 504 Plan

Accommodations are changes that remove barriers and provide your child with equal access to learning. Accommodations don't change what your child is learning. Rather, they change how your child is learning.

Accommodations don't change what your child is expected to know or learn. They don't lower expectations. The special education teacher/case manager will share students' IEP accommodations with their general education teachers as well as collaborate with the general education teacher on implementation of the accommodations. Additionally, the SBLC chairperson will share students' 504 Plan/IAP (Individual Accommodation Plan) with the general education teacher. For further clarification, please discuss with your student's special education teacher or the 504 chairperson.

Extended Time Accommodation

If a student with an IEP or 504 meets the criteria for extended time accommodation, this allows for them to have additional time/days to complete work (usually time and a half). Time and a half is calculated based on the teachers due dates for the assignments and/or assessments. Please reach out to your students' homeroom teacher for further clarification.

Special Education Models

1. Students with disabilities whose exceptionality does not meet the criteria for Alternate Assessment will attend all grade level live class connect sessions taught by a general education teacher for the content areas of ELA, Math, Science and Social Studies. They will receive special education instructional support through our pull-out resource model. Students are required to attend the small group sessions taught by their case manager/ special education teacher once or twice a week based on their IEP. These sessions are held during the school day after the live class connect sessions. In addition to the live class connect sessions students can attend small groups and/or live help sessions with the general education teacher to get academic support. Also, individual sessions can be scheduled with the case manager/special education teacher outside of the required small group sessions and students can attend the live help sessions held by the case manager/special education teacher.
2. Students with disabilities whose exceptionality meets the criteria for Alternate Assessment will attend self contained classes taught by the special education teachers for the content areas of ELA, Math, Science, and Social Studies. Additionally, they will attend individual sessions conducted by the self-contained special education teacher.

Privacy & Confidentiality

To maintain privacy of students' special education records, both within its central office and across school systems and databases, ISPA follows protocols consistent with the federal regulations associated with the Family Educational Rights and Privacy Act (FERPA). Click <http://lavca.k12.com/privacy-policy.html> for additional information about the privacy and security guidelines for your child's educational records. accommodations Notice of these rights is available, upon request, on audiotape, Braille, and in languages other than English. Should you need further assistance or information regarding any of these accommodations, please contact the Related Services Coordinator at lavcarelatedservices@lavirtual.org or any member of your child's LAVCA team for guidance. Translation Needs (LINK TO <https://translate.google.com>) to translate text to a language other than English.

Special Education Grievances or Disputes

LAVCA recognizes that despite the best intentions of all parties, disagreements or miscommunications may arise between the school-based team and LAVCA families or students. Should this situation occur, the LAVCA special education case manager will initiate an IEP team discussion where the specific details contributing to any educational concern are fully discussed and addressed as the entire team determines actions that would be most appropriate for the

student. Collaboration is a primary focus for this type of meeting, and the LAVCA Special Education Team seeks to establish and maintain the confidence of its families to always serve its students to maximize their educational success. If at any time the Learning Coach and/or Legal Guardian has concerns regarding the IEP or 504 plan services, please contact Tara Ferguson, Academic Administrator of Special Programs at taferguson@lavirtual.org.

Dispute Resolution Options

The LDOE offers several exceptionality dispute resolution options to help resolve disagreements concerning issues related to providing a student with a disability a free appropriate public education (FAPE), including but not limited to issues involving evaluations, eligibility, placement, related services, and implementation. The LDOE offers these dispute resolution options at no cost to parents or school districts/charter schools. Our PDF-fillable request forms for LDOE IEP Facilitation, Mediation, Formal Complaint Investigation, and Due Process Hearings are available by using the links on the right hand side of this page and are also in the LDOE's on-line document library. Families are NOT obligated to pursue the above alternatives to due process should they feel their concerns can only be resolved through a formal due process hearing. If a formal complaint against SCHOOL is submitted to the Louisiana Department of Education.

<http://www.louisianabelieves.com/academics/students-with-disabilities/dispute-resolution>.

Manifestation Determination

Students with an Individual Education Plan (IEP) or Section 504/Individual Accommodation Plan (IAP) shall not be removed from school due to a violation of a code of student conduct for more than 10 total days in a school year without provision of educational services. A manifestation determination must be conducted by the student's IEP Team or IAP Team by the 10th day if a change in placement is warranted. During the manifestation determination review the IEP or IAP team reviews all relevant student information and the relationship between the student's disability and the conduct.

Related Services

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

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

Multi-Tiered System Of Supports

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

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

Goals from the MTSS (multi-tiered system of support) workbook should be used:

- For the school and staff to provide effective teaching that fits the needs of each student.
- For the school and staff to make sure the classroom environment is the best possible for every student.
- To help all students meet grade level standards.
- To use student data to identify students who may be struggling.
- To “add to” general education instruction, not “replace” with something different.
- To provide interventions (“help”) as a natural, ongoing part of education that doesn’t wait until the student is struggling.

Steps to the MTSS (multi-tiered system of supports):

1st: The learning coach will share concerns with the content teacher who will convene the information to the student’s content teachers. The teachers will invite the student to Tier 2 Small group intervention 30 minutes sessions 1-2 times a week. The teachers will monitor and assess the student’s progress by helping the student in small group and monitoring if they are grasping concepts. Once the teacher collects enough proof that the student needs more aggressive help, the teacher will refer the student to the School Building Level Committee.

2nd: The School Building Level Committee will meet to refer the student to Tier 3 interventions small group intervention 30 minutes sessions 2-3 times a week. The teacher will monitor and assess the student’s progress by working one-on-one with the student and monitoring if they are grasping concepts. Once the teacher collects enough proof that the teacher has tried multiple interventions over a period of time, the teacher will refer the student to the School Building Level Committee.

3rd: The School Building Level Committee will meet to determine if there is enough proof that the student needs an evaluation for services.

Please note that the MTSS (multi-tiered system of supports) is a process and can take up to 12 weeks of consistent interventions. If the student misses interventions then that delays the process.

Advanced Learners

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

Lavca English Learners Identification Procedures

English Language Learners in Louisiana

- Louisiana believes that all students, including English Learners (ELs), deserve an education that prepares them to be independent and successful in life after high school.
- Acknowledging the diverse and rich language experiences they bring to school, English learners can achieve academic success through a clear and concise alignment of standards, instructional resources, and quality assessments.
- Under Every Student Succeeds Act (ESSA), standardized entrance and exit criteria are required for English Learners (ELs). In Louisiana, one component of the entrance criteria is a standardized screener called the English Language Proficiency Screener (ELPS).

English Learners Identification at Louisiana Virtual Charter Academy

- After enrollment, the Home Language Survey (HLS) is reviewed by ELL Coordinator. If responses on HLS indicate any home language other than English, the EL Coordinator will contact family and conduct family interviews.
- If a family interview indicates that the student predominantly speaks English, then the ELPS is not administered and the student doesn't qualify for EL services.
- If a family interview indicates that English isn't the primary language, then ELPS is administered to the student within 30 days of enrollment.
- The ELL Coordinator will contact the family to set up a date and time to administer ELPS to the student.

Dyslexia Screening

Louisiana state law defines dyslexia as a "language processing disorder which may be manifested by difficulty processing expressive or receptive, oral or written language despite adequate intelligence, educational exposure, and cultural opportunity." Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling.

Every second-grade student attending LAVCA will be screened for dyslexia during the fall semester unless objected to by the student's parents. At any time outside of grade level screenings, students may also be screened if referred to the SBLC and the committee deems such screening to be appropriate.

Hospital Bound Services

Hospital Bound services are designed to support regular or special education students, who as a result of health care treatment, physical illness, accident, or the treatment thereof, are temporarily unable to attend class sessions. Services should also provide continuity between home instruction and class-connect instruction, so students can re-engage successfully in their instructional program in return to normal class attendance.

1) If a student is confined to the hospital for a period of ten (10) consecutive school days or longer because of a medical condition, the parent, the homeroom specialist, content teacher, or any LAVCA staff with knowledge of the student notifies Tara Ferguson (taferguson@lavirtual.org) or Dr. Coreatha Chisley (cchisley@lavirtual.org), School Building Level Committee (SBLC) Chairperson that a student is in need of HB Services. Notification is sent via email.

2) The parent will be required to obtain a written request for HB services from the attending physician (the appropriate form can also be obtained from the SBLC Chairperson). The reason for referral could be physical illness, psychological illness, injury, or pregnancy. The request should include information such as the exam date

- medical diagnosis or medication(s) that may limit or affect learning
- expected duration of confinement
- any other relevant information

Student/Family Community Support

An added resource LAVCA provides is access to mental health services.. If your family finds itself in circumstances that may require outside support, including addictive or emotional disorders, please reach out to our SEL Point of Contact, Mrs. Jalissa Pollard (jpollard@lavirtual.org) at 504-322-7543 x 3209.

COMMUNITY

Optional Outings

LAVCA sponsors optional outings for students and families on a regular basis that enhance the K12[®] curriculum/learning activities. While attendance is not mandatory, it is a wonderful opportunity to meet other school participants and have conversations about our children and programs and share practices that work. Outings are opportunities for both the students and parents to socialize. It is our hope that the teachers and parents will work together to plan and implement these activities. Parents are responsible for the cost of

transportation and any entrance fees associated with optional outings. When reservations and payments must be made in advance, payment must be made in the form of a money order. The payment should be mailed to us. While credit for field trips is not offered in lieu of the regular curriculum for most outings, attendance at these events can be included under supplemental time.

LAVCA expects students to dress appropriately when attending outings.

Examples of inappropriate dress include:

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

LAVCA parents and students are expected to conduct themselves appropriately at all optional outings. Parents are responsible for supervision of their children at all times, while also managing their student's individual medical needs. If any participant, LAVCA parent, student, or staff, becomes ill at an optional outing, or school event, it is our hope that any responsible party will act accordingly and reach out for the appropriate support and intervention.

Parent Connections

As a Title I school, we encourage parents to become involved in their school community through participation in outings and clubs and also arranging other "non-official" outings with LAVCA parents. Parents may freely meet and organize unofficial outings as they wish. These outings are not considered "official" outings unless a LAVCA representative attends.

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

Family Directory

Parents are able to find other parents by location of their homes and student grade levels. Parents may search by name and other information in a parent profile. The parent directory is accessed through the community link in Canvas. A parent's status changes, such as moving across town or changing an e-mail address is automatically updated in the

directory when a parent updates the information in OLS under my account. There is an online opt-in/out capability on the OLS so parents can easily include or exclude themselves from the directory.

Also, please feel free to use the link below to complete the Family Directory opt-out form.

<https://na2.docusign.net/Member/PowerFormSigning.aspx?PowerFormId=8698d1b6-53cb-48c4-a0db-03f31d5b1269&env=na2&acct=19cf31b0-043a-49f2-878e-6b8e17540f09&v=2>

Other Policies And Helpful Information

Objectionable Materials Policy

There may be times when a parent finds certain lessons, books or materials objectionable for various reasons. If a parent finds objectionable material, he/she should contact his/her LAVCA teacher via email. Teachers work with parents to find alternative lessons to meet the lesson objectives. The assessment for the lesson must be completed to show that the objectives have been met. Parents should also contact K12® directly using the feedback option of the OLS®.

Family Education Rights And Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA) provides parents and students over 18 years of age (“eligible students”) certain rights regarding a student's education records.

These rights are:

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

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

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

Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the Head of School, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school notifies the parent or eligible student of the decision and advise him/her of his/her 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 allows disclosure without consent.

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

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

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

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Ave., S.W.

Washington, D.C. 20202-4605

(5) FERPA requires that the School, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the School may disclose "directory information" without written consent, the parent or eligible student, have advised the School in writing that he/she does not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory information is to allow the School to include the following information from education records in certain school publications or disclose it to certain parties. Examples include:

• Shipment of computer and school materials to and from student's home

• Entry of student enrollment information into a computer database for use by school officials

• Sports activity sheets, such as for wrestling, showing weight and height of team members

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

The School has designated the following information as directory information:

- name
- address
- telephone number
- e-mail address
- photo
- athletic information
- grade level
- activities and clubs

Department of Education's model FERPA policy:

<https://studentprivacy.ed.gov/ferpa>

Department of Education's model notice of directory information policy:

<https://studentprivacy.ed.gov/resources/model-notice-directory-information>

School Property

LAVCA provides materials, laptop (if applicable), printer, books and other curricular supplies. These materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program or completion of the school year. All printed materials are copyrighted and unauthorized copying of that material is a copyright infringement. Materials

cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school. Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

Student Fees

Students may be required to pay fees for specific activities such as prom tickets, class ring, cap and gowns, applicable fees for honors stoles if a member of the National Honor Society, entrance to face to face (optional) outings. Any event requiring a fee is an optional event and not required for the student to participate.

Student Records

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

Lamekia Williams (K-7), lwilliams5@k12.com Ext: 3250

Courtnae Snedecor (8-12), csnedecor@k12.com Ext: 3115

***If a student is interested in a Department of Motor Vehicles Verification of Enrollment Form, reach out to the 8-12 Registrar. If a student is interested in requesting a work permit, the student and parent will have to visit their local school district board office due to LAVCA not being permitted to issue work permits to enrolled students. Student should also furnish a copy of work permit to 8-12 Registrar for records.*

Technology Issues And Usage

All issues regarding K12 computers can be directed to K12 technical support directly.

Technical support is available at 866-626-6413 between the hours of 7 am and 7 pm central time.

LAVCA teachers monitor resolutions to parents' concerns through an online tracking tool.

Access to the Internet via equipment and resource networks provided to families as a result of their enrollment in LAVCA are intended to serve and pursue educational goals and purposes.

In addition, parents are to comply with the Use of Instructional Property Agreement completed as part of the enrollment process.

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

Therefore the following is prohibited:

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

Internet Service Provider (ISP) Supplement Policy

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

- Qualify for free and reduced lunch

- LAVCA requires a Family Income Form to be completed by all enrolled students to determine household eligibility for free or reduced lunch. The information collected and the timeline used is based on Federal Income and USDA Guidelines.

- Enroll in LAVCA by February 1

- Be enrolled on the last day of the school year

- Participate in all required state mandated testing.

- Successfully complete assigned coursework and meet required attendance guidelines. The amount of the supplement for those families who qualify is \$10.95 per eligible month per family.

Families with Two or More Students

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

Lost Checks

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

WITHDRAWALS

Parents of students who are withdrawing from the Louisiana Virtual Academy must contact each student's homeroom teacher to request a withdrawal. Parents must provide a reason for the withdrawal and information regarding future educational plans for each student.

[LAVCA Parent Withdrawal Form](#)

If the student will be homeschooled, the parent must provide the name of the curriculum they will be using and fill out the Home Study Application at https://webapps.doe.louisiana.gov/homestudy_app/homestudy_app.aspx.

Admission Of Homeless Children And Youth

The McKinney Act of 1987, or P.L. 100-77, ensures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth. Under the Act, schools are prohibited from delaying a homeless child's entry into school due to delays in obtaining school records. Rules regarding guardianship must be waived for homeless students living with foster parents or relatives other than their legal guardians.

Donecia Wilson

Operations Manager

4962 Florida Blvd, Baton Rouge, LA 70806

donwilson@lavirtual.org

504.322.7543 x 2002

Hearing And Vision Screening

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

Complaint Response Procedures

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

1. All concerns and issues should first be directed to the student's teacher. If a LAVCA teacher cannot resolve the issue (e.g., materials and computer issues), he or she will direct the parent/responsible adult to the appropriate contact for assistance. The LAVCA teacher will monitor the concern to ensure resolution.
2. If the issue or concern is about the LAVCA teacher, parents are advised to contact the Assistant Principal for that particular teacher or the Academic Administrator/Principal.
3. If the concern is not resolved at the teacher or Assistant Principal levels, students and parent(s)/responsible adults, custodian(s), or legal guardian(s) should address any concern or grievance in writing to the Academic Administrator/Principal. The Academic Administrator/Principal will respond within ten (10) working days.
4. If the concern or grievance is not resolved by the Academic Administrator/Principal, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the Academic Administrator/Principal's response, request a meeting (via phone or in person) with the Academic Administrator/Principal to discuss the concern or grievance. The meeting request must be in writing. The Academic Administrator/Principal shall investigate and notify the Executive Director, while responding within ten (10) working days.
5. If the family's concern is not resolved at the meeting with the Academic Administrator/ Principal, the family may file a complaint with the CSAL Board of Trustees.

Title IX District Contact

Keyong Chukwu

kchukwu@csalonline.org 225-448-5399 x 101

Questions Or Concerns

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

Step 1. All concerns and issues should first be directed to the student's homeroom teacher or advisor via phone or email. If a LAVCA teacher cannot resolve the issue, he/she directs the parent to the appropriate contact for assistance.

Step 2. If the concern is not resolved at this level, parents are advised to contact an administrator at the LAVCA office (504) 322-7543.

Natalie Verret- Watson Interim Executive Director naverret@lavirtual.org 504-322-7543 x 3139	Yelitza Gray 9-12 Academic Administrator ygray@lavirtual.org 504-322-7543 x 3064	Kim Jones K-5 Academic Administrator kjones@lavirtual.org 504-322-7543 x 2003	Maryanne Smth Interim 6-8 Academic Administrator marsmith@lavirtual.org 504-322-7543 x 3307
Donecia Wilson Operations Manager dwilson3@k12.com 504-322-7543 x 2002	Eric Pursley District School Accountability, Assessment, & Data Manager epursely@k12.com 504-322-7543 x 3084		

Issue	Who to Contact
Academic Help	Teachers Main Office 504-322-7543
Address Update	Parents will need to provide documentation of the new address. registrar@lavirtual.org 504-322-7543
Attendance Questions	Homeroom Teacher
Technical Issues	K12 Customer Support k12.com/support 866-512-2273
Course Change or Missing Course	Teacher or Homeroom Teacher
Course Content Comments	Feedback in Canvas
Course Materials Shipping	K12 Customer Support k12.com/support 866-512-2273
Internet Reimbursement	Operations Manager 504-322-7543 ext 2002
K12 Computer Hardware	K12 Customer Support k12.com/support 866-512-2273
K12 Computer Requests	LAVCA Office 504-322-7543
K12 Computer Software Updates	K12 Customer Support k12.com/support

	866-512-2273
Transcript Requests	High School Registrar 504-322-7543 ext 3115
Withdrawal Requests	K-7 Registrar 504-322-7543 ext 3250 8-12 Registrar 504-322-7543 ext 3115

Administrator Expectations / Role

- Develops and evaluates educational programs to ensure conformance to state and school board standards.
- Confers with teachers, students, and parents concerning educational and behavioral problems in school.
- Research and implement non-K12 curriculum resources to meet state standards.
- Ensure that the school is meeting the needs of students while complying with local, state, and federal laws regarding special education.

Teacher Expectations / Role

- Make placement and promotion decisions.
- Support parents with student curricular and instructional issues.
- Track student academic progress and attendance in the K¹² Online School.
- Conduct conferences with parents/responsible adults and students.
- Collect and review work samples. Grade work, as appropriate.
- Provide regular feedback regarding student performance and progress.
- Generate informal and formal reports regarding student performance and progress.
- Alert administrators to any concerns about student performance and progress.
- Support students with special needs, including participation on IEP teams as needed.
- Prepare students for standardized tests.

Notification Of Rights Under The Protection Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, 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 (ED)–

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent; or
- Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

- Any other protected information survey, regardless of funding;
- 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 or the Individuals with Disabilities Act; and
- Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and before administration or use –

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above
- marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

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

Louisiana Virtual Charter Academy has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Louisiana Virtual Charter Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Louisiana Virtual Charter Academy will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Louisiana Virtual Charter Academy will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement.

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

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, D.C. 20202

LC EXPECTATIONS / ROLE

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

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

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

I UNDERSTAND AND I AGREE

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

- I understand that my student is enrolled in a public school with attendance requirements that I am expected to meet. The state requirement is an average of 6 hours per day. Please see the Instructional Time section of the Parent/Student Handbook for more information. Students who have poor attendance (insufficient hours recorded over time in the system) may be referred to the juvenile court system as a truant student in need of supervision.
- I accept the responsibility to supervise my student in using the K12[®] curriculum, and I understand that I am expected to become knowledgeable about it. Any other work accomplished by the student is supplemental to, and not in place of, the K12[®] curriculum lessons. LAVCA does not consider it acceptable to leave a student home alone or unsupervised to complete coursework.
- I understand and agree that student progress is an expected part of the LAVCA program in addition to the hours logged, and that my student is expected to complete the work of one grade level in one academic year. I understand that my student should be completing assignments each week in each subject. I am committed to ensuring that my student meets this expectation.
- I understand and agree that I am expected to follow the guidance and support of a certified teacher in implementing the LAVCA program with my student.
- I understand and agree that I am expected to participate in regular conferences and meetings with my student's teacher, and that I must submit work samples as requested.
- I understand and agree that, as students in a public school, LAVCA students are required to participate in state testing, PLA testing and Benchmark testing. I understand my child is expected to fully participate in the testing at his/her enrolled grade level and that I am required to provide transportation to all testing sites regardless of distance.
- I understand and agree that it is my responsibility to secure an Internet service provider and that I am reimbursed according to the school policy and compliance with the program, as described in this handbook.
- I understand and agree that LAVCA is a full-time public school program and that my student may not be enrolled in any other full-time or part-time school.
- I understand that if my child receives special services, they may not be provided in the home and I must provide transportation to those services.

REQUIRED SIGNATURE

Dear Parents and Students:

You have just reviewed the Louisiana Virtual Charter Academy Student/Parent Handbook. We have attempted to cover all the important rules, regulations, and procedures for which you are responsible during this school year.

Your success at the Academy is equal to your effort and desire.

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

Please complete the survey confirming you have received and read the handbook by Friday, September 25, 2026.

Note: Click on the survey link below or copy and paste the link into your chrome browser to complete. If you have more than one student, you will have to complete a separate survey for each student enrolled in LAVCA.

[Please Sign Here](#)