Elementary and Middle School Parent/Student Handbook 2013-2014

COVA, a statewide, online K-12 public school, brings alive an individual, content-rich curriculum to students, supported by highly-skilled teachers in partnership with parents.
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Introduction
Colorado Virtual Academy (COVA) is a public charter school in the state of Colorado. COVA’s charter is granted through Adams County Five Star School District 12 (Adams 12), maintains an independent school board, and is managed by K12®, Inc. which also provides the curriculum. This Parent and Student Handbook is intended to inform COVA parent/legal guardians (Learning Coaches) and students of relevant policies and procedures for COVA as well as to identify specific responsibilities pertaining to families enrolling in COVA. Additional policies are covered in the booklet titled Rights & Responsibilities of Parents and Students published by Adams 12 Five Star Schools. District policy can be found at http://www.adams12.org/en/boe_policies.

Colorado Virtual Academy firmly agrees with state statute 22-33-104 5(a) “the general assembly hereby declares that two of the most important factors in ensuring a child’s educational development are parental involvement and parental responsibility. The general assembly further declares that every child under such parent’s care and supervision receives adequate education and training.”

For all questions on policy or procedures, curriculum or technology, your experienced COVA teacher is your first point of contact.

Mission Statement
COVA, a statewide, online K-12 public school, brings alive an individual, content-rich curriculum to students, supported by highly-skilled teachers in partnership with parents.

Vision Statement
Colorado Virtual Academy offers Colorado K-12 students a research-based and content-rich online public education. Our students are supported by state-of-the-art technology and a highly-skilled teaching staff. Our students master core subjects, are culturally literate, and are prepared for college. COVA is known for its academic excellence.

Our Guiding Principles
The Guiding Principles for our COVA Community provide a common understanding for decision-making and school development.

Principle One: All we do speaks well.
Principle Two: We serve each student with sincerity, commitment and compassion.
Principle Three: Success stems from a well-supported team.
Principle Four: We prepare students for the 21st century.

The Five COVA Foundation Stones of Character
Integrity—means having the courage to choose and to do what is right, even when it is not easy to do so; living up to high ethical standards of performance; doing one’s own work not copying from others’ work. Integrity may also be expressed by the quality of personal work, telling the truth to parents and peers, and holding high standards of personal performance.
Perseverance—means staying with a task until completion; being determined to improve; striving for excellence in academic and personal arenas. In practice, perseverance might be seen in personally struggling with a topic that is hard to understand, and being resourceful in finding help, rather than giving up.

Respect—means showing polite consideration for others and their property. Respect might mean tolerance for different opinions without compromising one’s own values, not calling names, keeping computers and books in good condition, and taking care of your own needs without interfering with other’s needs.

Responsibility—means doing what we have committed to do and knowing we are in charge of our choices; being accountable for our actions and consequences; being dependable and reliable; not making excuses or blaming others. In action, this could mean not denying, justifying or blaming when something doesn’t happen the way we wanted it to. It could also mean saying, “it was my responsibility” and then fulfilling your responsibility.

Citizenship—means using the rights and privileges one has a member of the community to make that community a better place; understanding there is a balance between individual wants and the needs of the entire school and community. In practice, this might mean making sure we participate actively and positively in our school events and clubs.

2013-2014 Calendar Highlights

The full academic calendar will be sent to your kmail.
- 1st Day of School: August 12
- Labor Day: September 2
- October Count Day: October 1
- Thanksgiving Break: November 27 – November 29
- Winter Break: December 23 – January 3
- End of the 1st Semester: December 20
- Start of the 2nd Semester: January 6
- Martin Luther King Day: January 20
- Presidents’ Day: February 17
- TCAP Testing: February (3rd grade only), March (grades 3-8), April (grades 4 & 7)
- Spring Break: March 24 - 28
- Last Day of School: May 22

Admission and Enrollment Requirements

Colorado Virtual Academy enrolls students 11 – 14 years of age in their 6-8 classes. The student must maintain a residence in Colorado. Every student is required to submit their proof of residence again in order for their materials to ship for the upcoming school year. Each student who is approved for enrollment must submit a birth certificate, immunization schedule, and proof of residence along with an Out of District Waiver for those students living outside the Adams 12 Five Star School district. Other documentation needed can
include the Release of Records, Internet Use Agreement, previous state testing results and a student report card from the prior school year. Questions concerning enrollment can be directed to School Operations 303-255-4650.

There is no discrimination in the admission of students to COVA on the basis of race, creed, color, handicapping condition, or gender. COVA provides a free, appropriate public education (FAPE) to all of its students.

As a public charter school, COVA is committed to being open for enrollment to all students who reside in Colorado, given enough capacity, as required by Colorado Open Enrollment laws, subject to restrictions placed on enrollment by District 12 policy and state law.

Colorado State Statute CRS 22-3.7.105(5) notes “Each student participating in an on-line program shall be a resident of this state. . .” Students who are out of the state for more than 90 consecutive calendar days during the school year, unless a part of a military family, are not eligible to remain enrolled and will be immediately withdrawn. Other requirements and information about enrollment are on our website, www.K12.com/cova.

Upon admission of any special needs student, COVA complies with all federal and state laws and does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. Legal guardians of all students with a current IEP (Individual Education Plan) must consult with COVA administration and a special education staffing team to determine suitability of COVA’s program to the student’s needs prior to enrollment.

**Initial Course Placement**

All initial placement decisions will be handled by the placement team (members are known as PALS – Personal Admission Liaisons) in consultation with the family before the start of the school year. New students will be placed in default courses. Course placement may also be determined by prior grade level completion and other relevant information provided by the parent. Students will be assessed in the fall, in which case, the teacher will determine if the student should be placed at a different course level in a subject.

**Age Requirements**

*Students Who Attended Public School this Year and/or Last Year Prior to Enrolling*

Students are placed in the grade level deemed appropriate for the upcoming grade level based on the promotion decision from the prior school.

*Students Who Have Never Attended Public School*

Students are placed as close to age appropriate grade level as possible.

*Students Who Attended Public School but Have Been Home Schooling Since*

PALs look at prior school enrollment grade level and count up from there based on the difference in years between the current school enrollment year and the last school year the
student was enrolled at public or private institution. PALs then look at the age/grade
guidelines listed below.

5 to 6 years old ⇒ kindergarten
6 to 7 years old ⇒ first grade
7 to 8 years old ⇒ second grade
8 to 9 years old ⇒ third grade
9 to 10 years old ⇒ fourth grade
10 to 11 years old ⇒ fifth grade
11 to 12 years old ⇒ sixth grade
12 to 13 years old ⇒ seventh grade
13 to 14 years old ⇒ eighth grade

- Kindergartners must be five years of age by October 1st.
- First graders must be at least six years of age by October 1st.

Home Based Education Program Admittance/Enrollment Guidelines

Students enrolling in COVA, after having participated in a home-based educational program,
shall be placed in the age-appropriate grade level. The prior program may be subject to
review as deemed necessary by COVA. Initial placement review may include but is not
limited to competency testing and home-based education program review.

Process When Enrollment Capacity is Exceeded—Lottery

There is no lottery process for the 1st semester for students enrolling in grades K-8. If COVA
K-8 has capacity to enroll students for the 2nd semester, the following process will be put
into effect:

- A public announcement of available slots will be made in the first semester
- Open enrollment dates will be announced via e-mail.
- A lottery will be held including all students enrolled as of the close of business on
  the last day of open enrollment.
- Students will be placed on a wait-list based on the lottery results.
- Students selected by lottery will be notified and required to submit
documentation for eligibility.
- If a wait-listed student decides not to enroll, the next student on the list will be
  contacted until all slots are filled.

Part-Time and Dual-Enrollment Policy

Each year, COVA offers a part-time program called “COVA Elementary and Middle School
Options Program” (CEMSOP) for grades 1-8. CEMSOP has capacity for a certain number of
part-time enrollment slots for grades 1-8. Please see “CEMSOP Elementary & Middle School
Parent and Students Handbook” for program description and guidelines.

COVA defines part-time enrollment as a student enrolled for a minimum of 90 hours, but
not more than 360 hours per semester.
Below are conditions and/or consequences of part-time/dual-enrollment:

- A student enrolled part-time is required to enroll in a minimum of two courses, and cannot take more than three courses per semester from an approved COVA course offering list.
- A student enrolled in the part-time program must meet expected progress requirements each semester.
- COVA does not accept dual-enrollment, which is defined as a student enrolled both at COVA and another publicly funded school in the State of Colorado. However, a student may choose to attend extra-curricular activities as long as no course credit is given at the discretion of the other school district.
- The COVA Teacher needs to be made aware of any extra-curricular activities taken at another school or school district with a signed agreement from the other school or school district.
- A request for change from part-time to full-time status after September 30th will not be granted for the current school year.
- Part-time students are not eligible to receive a computer or internet service subsidy. However, they can call upon K12®’s Tech Support at 1-866-K12-CARE option 2.

COVA is not required to monitor or report academic performance or attendance for extra-curricular activities taken at another school or school district.

The CEMSOP slots are filled on a first come, first served basis, with priority given to returning students.

COVA’s CEMSOP students are legally homeschoolers and therefore fall under Colorado’s Home-school Statutes which says they must be registered as homeschoolers with a school district within the geographic bounds of Colorado. Policies listed above are subject to change anytime during the school year at the discretion of the COVA Administration.

**Change of Family Information**

Families are responsible for promptly notifying COVA of any changes to address, phone number, email address, or other pertinent information. This can be done through the following steps:

**Email Address and Phone Numbers**

1) Log in the OLS using your Learning Coach username and password.
2) Click on the MyInfo button
3) Click on My Account button on the left hand side of the screen.
4) Enter your new email address and/or phone number and click Save Changes.
5) If you are changing your home phone number, you will also need to change it for each of your students. To do so, click on each of their names in turn from the Overview screen and then change the home phone number listed for your
student that you will find on the Student Account tab. Be sure to save all of your changes.

6) Don’t forget to also K-Mail or email your COVA teacher to inform them of the change for their records.

Mailing and/or Shipping Address

Keep in mind that your shipping address must include a street and number and cannot be a P.O. Box. It is also important to note that mailing and shipping addresses for COVA students must be within the state of Colorado. To change your mailing and/or shipping address, please use the following steps.

1) Complete the Change of Address form that you will find in the Appendix.
2) Complete the Affidavit of Colorado Residency that you will find in the Appendix.
3) Send the Change of Address form and the Affidavit of Colorado Residency to the COVA office using one of the following methods.

Mail: Colorado Virtual Academy
      Attention: Change of Address
      11990 Grant Street Suite 402
      Northglenn, CO 80233

Fax: 303-255-4783, Attention: Roxanne

Email: rkinn@covcs.org

Re-Registration

Families need to re-register students by the given deadline each year so that the school may plan for smooth operations (materials, placement, and teacher allocation) in the coming school year for all families. In addition, each July every family is required to submit their proof of residence for each student again in order for their materials to ship for the upcoming school year. All students who have indicated that that they are Not Registering, Undecided, or Status Unknown will be automatically withdrawn at the end of June. Questions concerning enrollment can be directed to our Enrollment Department at 303-255-4650 x5006.

Withdrawals

Learning coaches/legal guardians of students who are withdrawing from COVA must contact their COVA teacher and notify them of their desire to withdraw as well as inform them of the student’s next educational location or choice for the continuation of the child’s education. If the family intends to pursue a homeschool option, then an Intent to Homeschool form must be filed in the office. These forms are available from your teacher or by contacting the registrar’s office. Students who withdraw without informing COVA of their intentions for schooling may be classified as dropouts. K12 will contact learning coaches to arrange for the recovery of all school equipment and materials. Families are expected to return all school property in the prescribed time frame and in good condition.

If the choice is to homeschool after withdrawal, Colorado state home school law can be accessed on the Colorado Department of Education website. Families who intend to homeschool after withdrawing from COVA must submit an Intent to Homeschool form.
before the withdrawal will be approved. Contact your COVA teacher for a copy of this form or by contact the COVA office 303-255-4650 x5009.

**Student Performance Agreement**

Colorado Virtual Academy is an online, public school in which students are able to access their courses 24/7 from any site where Internet in available. COVA is committed to offering high quality, standards-based curriculum, highly qualified teachers, and various levels of support to assist students in realizing their goal of academic achievement. Even though COVA offers some flexibility in its program structure, the demands and rigors of online learning require a high level of student commitment and engagement. COVA students will need to work a minimum of 25-30 hours per week in order to be successful. As a result, COVA asks each student and a parent/guardian to acknowledge and commit to the following expectations of student performance.

**Student Agreement:**

I agree to the following as a demonstration of my commitment to online learning at COVA and understand that my failure to comply with the terms of this Performance Agreement may result in my being involuntarily withdrawn from COVA:

1. I will attend and take all required and applicable state assessments and exams, including the Transitional Colorado Assessment Program (TCAP, previously known as CSAP). I understand that these assessments will require me to provide my own transportation to and from the testing site.
2. I will adhere to the COVA assessment schedule as required during my enrollment at COVA (including, but not limited to, Scantron, DIBELS, and Study Island Blue Ribbons).
3. I will attend school on a regular and consistent basis by logging into my online courses and completing my required lessons.
4. I will attend and actively participate in my weekly virtual classroom sessions in each course and will view the recordings of those “live” sessions I cannot attend.
5. I will attend live all required small groups for targeted instruction on my grade level standards
6. I will submit all required work samples to my teachers and maintain expected progress in all courses to meet proficiency levels.
7. I will check my K-Mail on a daily basis.
8. I will maintain consistent communication with my teachers, advisor, counselor and other school staff by asking questions as needed and returning phone messages, K-Mails, and emails within 24 hours of receiving the communication(s).
9. I will communicate with my teachers if I am going to be absent from school for more than three consecutive days or any extended period of time.
10. I will immediately contact Technical Support for any computer related programs and understand that “tech” issues including internet connectivity will not be accepted as an excused absence or reason for not submitting assignments.
11. I will adhere to the academic integrity policy as outlined in the COVA Student Handbook.

Parent/Guardian (Learning Coach) Agreement:
I agree to the following as a demonstration of our commitment to online learning and the success of my student at COVA and understand that my student’s failure to comply with the terms of COVA’s attendance and participation policies may result in him/her being involuntarily withdrawn from COVA:

1. I will ensure that my student attends and takes all required and applicable state assessments and exams, including the Transitional Colorado Assessment Program (TCAP, previously known as CSAP), DIBELS, or other required testing. I understand that these assessments will require me to provide my own transportation to and from the testing site.

2. I will ensure that my student’s progress and attendance meets expectations by logging into the Online School (OLS) daily and reviewing periodic progress reports.

3. I will ensure that my student attends all required small group sessions.

4. I will respond to K-Mails, emails, phone messages and other communications from COVA teachers, advisors and staff within 24 hours of receiving the communication(s).

5. I will maintain consistent internet connection.

6. I will maintain a valid email account and check my email regularly.

7. I will contact the COVA office with any change in personal information such as address, phone number or email address.

Engagement Expectations
Colorado State Statute CRS 22-30.7-105(2)(a) notes “A student who is participating in an online program shall be subject to compulsory school attendance … and shall be deemed to comply with the compulsory attendance requirements through participation in the on-line program.”

A student “attends” an online school by, completing work samples, participating in live class connect sessions and small group sessions as requested by their teacher, logging into his or her online courses using the student account and through the use of K12’s materials to master online and offline assignments and assessments. Recorded attendance is an indicator of a student’s interest to stay engaged in school. Academic progress is the result of that engagement.

Recording Attendance
Learning Coaches should record attendance in the OLS on a daily basis. Attendance at COVA not only means recording the hours spent schooling each day, but also includes showing lesson completion in the OLS. The hours recorded in the OLS should be consistent with the progress made in the courses.
**Vacation Policy**
If a family needs to plan a vacation from school, the vacation must not last more than 10 consecutive school days. An instructional plan must be in place to make up the missed progress prior to the vacation. Families must also notify their teacher at least 1 week before the vacation is to begin and set the appropriate vacation days in the Online School. By enrolling in COVA, families fully commit to schooling during October Count and TCAP (3rd – 8th grade) and choose to take vacations at other times of the school year.

**Bereavement Policy**
In the unfortunate event of a death in the immediate family (parent, sibling, spouse or child), the student’s homeroom teacher must be notified within 48 hours by K-Mail, phone or email so that appropriate accommodations and supports can be put into place for the student. Verification of the event may be requested in any case prior to awarding accommodations.

If notification has not been made to the homeroom teacher/advisor within 48 hours, the Bereavement Policy may not be applicable and accommodations may not be awarded.

**Excused Absences (also known as “Vacation Days” according to the OLS)**
For an absence to be excused, a telephone call or K-Mail must be made or sent immediately to the teacher/advisor once an absence has occurred. Additional documentation requirements typically apply to students with a history of habitual truancy, including students on school attendance contracts or under truancy court orders. Learning Coaches are also required to mark the absence as a “vacation day” in the OLS. If you are unsure how to indicate this in your OLS, please contact your teacher for a user friendly PDF document.

**Excessive Excused Absences**
Excessive excused absences are defined as excused absences in a number that negatively impacts the student’s achievement and/or ability to complete make-up work comparable to lessons missed.

Excessive excused absences result in teachers and/or administration initiating a required conference with the parent and student to develop an action plan to address the concern. Continued absences in violation of an action plan may be designated as unexcused and could lead to a future truancy case.

See **Low Progress and Non-Attendance** portion of this handbook for procedures regarding students who continually fail to meet progress and engagement expectations.

**Course Expectations and Advancement**
It is important to understand that the decision to advance a student on to the next course or grade level is a decision made jointly by the legal guardian and teacher in which the focus is on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of COVA and the K12® curriculum. COVA understands students
do not learn at the same pace or in the same manner. However, students are expected to complete minimum progress expectations. COVA focuses on mastery of lesson objectives, insisting families spend the time needed daily and throughout the year to reach mastery of most lesson objectives. All full-time students except Kindergarten are required to be enrolled in 6 courses each academic year. Exceptions can be made to this requirement in the case of students with an IEP or 504 with the approval of the Director of Special Services.

**Mid-Year Course Promotions**

We do expect our students to complete and master 90% - 100% of the required lessons in each course at each grade level in order to provide a rich, rigorous and sequential learning experience for students. With this in mind, mid-year course promotions will not be ordered until a student has mastered 90% of a course by April 1, 2014 following the guidelines below. Additional course work will not be ordered past the date of April 1, 2014, and an independent study project will be decided upon between the Learning Coach, teacher and student. Students are expected to work on academic content through the last day of the school year, May 22, 2014.

- Independent study projects will be offered to students by teachers first for students who finish courses early and who are not working in lower grade coursework. These independent study projects are meant to help students go deeper into the material and give them an opportunity to choose content that they are interested.
- Mid-year course promotions in history, art, science, foreign language, or music courses may be approved if a student, working below grade level, completes a course.

*Courses may also be promoted at the discretion of the COVA administration. A different elective course choice (music or foreign language) will not be granted until the end of the school year.*

**Qualification Guidelines for Course Acceleration:**

1. Student has completed 90% of current course through the OLS.
2. Student has an excellent attendance record.
3. Student has completed 90% of Study Island lessons in related course.
4. All related work samples have been completed and submitted.
5. Student demonstrates academic strength on Scantron testing in related subject area (when applicable).
6. Learning Coach and student understand and discussed the repercussions with their teacher of accelerating quickly through coursework including the future impact on course sequencing and high school graduation course requirements.

**End-of-Year Promotion Percentages and Expectations**

It is COVA’s expectation that the majority of students who attend our school will be promoted to the next grade level at the end of an academic year by showing course and grade-level standards mastery. As stated above, we do expect our students to master 90% - 100% of the required lessons in each course as well as complete all required work samples.
for a course. Mastering approximately 11% of the curriculum in each content area each month will enable students to successfully reach this goal of completing courses within the traditional calendar school year. Students in grades 3-8 who do not complete their foreign language course will be switched to the appropriate music course for the following school year.

Grade level promotion is based on a comprehensive view of reasonable progress in skill development as demonstrated in the OLS and work samples, satisfactory attendance recorded in the OLS, satisfactory attendance in small group and Class Connect sessions (when appropriate) and satisfactory achievement.

**Course Acceleration/Grade Skipping Grades**

Course Acceleration and/or grade skipping in grades K-8 shall be based upon a body of evidence (assessment and classroom data) and the professional judgment of the child’s classroom teachers, a school administrator, the parents, and any other school personnel the administrator deems appropriate.

A parent or teacher may initiate the evaluation process by submitting a written request for review to the K8 Principal. The request should include the data needed to support the request.

The request shall address the following:

1. Aptitude of the student for a course promotion and grade promotion.
2. Achievement – Data collected from student assessments.
3. Performance – Addressing the child’s abilities and characteristics.
4. Readiness, social behavior and motivation of the student to promote forward.
5. Support systems – The parental involvement to support the request.

Qualifications for Course Acceleration are as follows:

1. Student has completed 100% of current course through the OLS.
2. Student has a history of strong, regular attendance and progress in all courses.
3. Student has completed 100% of Study Island blue ribbon lessons in related course, Performance Series of Scantron, Custom Benchmark Assessment in Study Island and actively participating in TCAP and/or DIBELS testing.
4. All related work samples have been completed and submitted.
5. Student demonstrates academic strength on Scantron/TCAP/Study Island/DIBELS testing in related subject area (when applicable).
6. Learning Coach and student understand the repercussions of accelerating quickly through coursework. Long term plans should be discussed for a sequence of courses.
7. New courses cannot be ordered until the current course has been completed 100% and all other course work is currently up-to-date meeting course progress expectations.
8. No course promotions can be made after April 1st of the current school unless the student is being promoted to the registered course for their grade level.
9. All course promotions must have Administration approval by the K8 Principal.
10. Some courses are not available for mid-year promotion such as courses hosted on the high school platform and other options will need to be explored by the team.

Retention Criteria:
A student shall be considered for retention in the following circumstances:

- The student has failed two or more academic core courses (math, science, social studies, or language arts) for the school year. If the child has failed a course in two quarters, then the student has failed the course for the year.

Retention Procedures:
At the end of the third quarter, the principal shall notify the parent/guardian in writing if the student’s enrollment or academic performance to that date indicates a reasonable possibility that the review committee will consider retention of the student. Notice of possible retention shall be provided to the parent/guardian if the student has failed two or more quarters in two or more academic core classes.

To determine whether retention is appropriate, a body of evidence shall be compiled concerning any student who has failed one or more quarters in two or more academic core courses. The body of evidence should include, but is not limited to:

- District and State assessments
- Attendance
- Grade Point Average (GPA)
- Age
- Social and emotional functioning
- Progress in achieving IEP goals and objectives (if applicable)
- The types of interventions, accommodations, modifications, and differentiated instruction provided to the student
- The student’s response and/or attendance to the interventions, accommodations, modifications, and differentiated instruction provided
- Teacher recommendations
- Parent recommendations

The body of evidence shall be reviewed by a committee consisting of an administrator, counselor(s), and teacher(s), including any staff members making the retention decision.
recommendation. For special education students, the student’s special education case manager shall be a member of the review committee.

Retaining a student will be the decision of the principal based upon the recommendation of the review committee. All retention decisions shall be reported to the Executive Director prior to or at the same time the parent is notified of the decision. The parent shall receive a written explanation from the principal describing the procedures followed and the grounds supporting the student’s retention.

**Retention Appeal Procedures:**

In the event that the parent/guardian wishes to appeal a decision to retain, the parent/guardian shall submit a written request for a hearing to the Executive Director and principal within seven (7) business days following receipt of the retention notice. A hearing shall be held by the Executive Director to review the retention decision for procedural compliance. The parents/guardians, principal, teachers, and other appropriate staff shall be asked to attend. The parents will be informed in writing of the decision of the Executive Director. The decision of the Executive Director shall be final.

**Adjusted Course Completion Plans**

Any student below grade level in reading or mathematics, not making necessary progress in a semester’s time, and/or scoring unsatisfactory for two years on the TCAP, should follow a modified curriculum and educational plan with listed student success expectations developed by the homeroom teacher and family. The plan may include mandatory Class Connect attendance as well as submission of additional work samples, adjustment of non-core course expectations, or anything else deemed necessary. Adherence of the plan will be taken into account at the end of semester and will be reflected on the student progress report.

**Independent Study**

Independent study is offered to students who have completed 100% of the offered K-8 COVA curriculum. Students are expected to work on academic content through the last day of the school year, May 22, 2014. Students participating in independent study will fulfill attendance expectations as well a contract that meets the following requirements:

1. The independent study must relate in a significant way to the district approved K\textsuperscript{12}@ curriculum.
2. The independent study will align with the most recent state education standards. The independent study can also use objectives found in the Study Island and Scantron web sites.
3. Students will conference with their content teachers to develop a customized independent study project based on ideas developed by the teacher to meet grade level standards.
4. Work completed must be documented in a printed product and presented in a format that is consistent with the topic of study and teacher requirements.
5. All work must be completed within the school year in which the independent study has begun.

6. The student, learning coach/legal guardian, sponsoring teacher, and the administrator will approve and sign the independent study contract prior to the student’s commencement of the independent study project.

Students will not be permitted to complete an independent study when the content of the independent study is substantially equivalent to a class currently offered at Colorado Virtual Academy.

Low Academic Progress and Non-Attendance
Families who enroll their children in Colorado Virtual Academy agree to the “I Understand” statements. These expectations represent the basic academic participation requirements to which parents and students must comply in order to experience success in the Colorado Virtual Academy. Students who fail to maintain minimum course progress, submit required work samples or are absent from school and the learning process for extended periods of time are subject to the following provisions.

Required Participation
If your student has a plan that encompasses required participation, he/she must attend the services as outlined in that plan. Services include, but are not limited to, small group Class Connect sessions, individual Class Connect sessions and face to face teacher support. Required participation includes all students with a formal support plan: Response to Intervention, Special Education and English Language Learners. Communication of the requirements of each participation plan will come from the student’s teacher. Failure to participate in the required support sessions will result in the implementation of the STARS process. Required participation is implemented to meet the needs of students for extra academic support as demonstrated by student data.

Student Transition and Recovery (STAR)
Students who are struggling to meet the requirements of our program will be volunteering themselves to be a part of the Student Transition and Recovery program. The desired result of the program is to find the best academic solution for your student.

Implied Withdrawal: If the family reaches a total of 10 consecutive school days of non-attendance and there has been no online activity in the program during that same time and no communication has been returned to the Truancy/Resource Officer or other school administrator, a petition for truancy may be filed in the family’s district court of residence. This case will remain open until the student re-engages in COVA or confirmation of enrollment from the local school district is received by COVA registrar. In addition, COVA reserves the right at any point in this process to withdraw the student from school based on non-participation.
**Student Work Samples**

COVA has a mandatory work sample submission policy. Student work provides an essential means of ascertaining a student’s skill level and provides a window into that student’s performance. Students are required to submit assigned work samples based on language arts, math, science and history standards by specified due dates using the calendar provided by the homeroom teachers throughout the year. Students may be required to make corrections and resubmit the assignment and/or attend small group sessions to ensure proficiency on the assignment as well as grade level standards. Homeroom teachers will communicate submission processes to all families. All work samples will need to follow the policies of Academic Integrity as outlined in this Handbook.

Work sample grades will be included on the report card for all K-8 students. Students in 6th, 7th, and 8th grade who do not submit required samples will not be able to earn an E (Exceeds Expectations), P (Proficient) or PP(Partially Proficient) on their progress report and report card in the areas of math, language arts, history and science. OLS progress may be reset if samples are not submitted as requested by the teacher.

Writing work samples are formative and can be looked at as individual writing workshop sessions between students and teachers. Teachers will provide feedback on the first draft, require the student to make corrections, and then have students submit the same writing piece again with revisions. Students in grades 2-8 are required to earn Blue Ribbons in Study Island each month. Specific details will be provided by the homeroom teacher.

**Late policy**

Late policy: Work samples are due on the due dates provided to students at the beginning of the year as determined by the teachers. COVA expects students to turn in work samples on these due dates. However, COVA understands that situations arise and students may have until the Monday at 5pm after the due date to turn in late work. No work will be accepted after this late due date. Any revisions a student is requested to make on a work sample will be due one week upon receiving the teacher’s feedback and revision suggestions. A revision submitted will be eligible for an improvement on the original grade assigned to the work sample.

**School-Wide Student Assessments**

All COVA students are assessed on general learning, and progress toward learning benchmarks and state standards, using various standardized assessment tools. Assessments and grading standards are applied consistently to students of similarly demonstrated ability. Assessments include OLS assessments, literacy assessments (including DIBELS/mClass Math), Study Island Blue Ribbons, Scantron Performance Series assessments, TCAP (previously known as CSAP), Study Island Blue Ribbon assignments, constructed response work samples, and other standardized assessments determined by COVA. The data collected from the various assessments is used in a number of ways by the learning coach and teacher and in the evaluation of the effectiveness of our program as well.
as determining individualized learning plans. Students who do not complete their required assessments are subject to having their curriculum locked on the OLS until resolution is met.

**Scantron Assessments**
COVA uses one type of Scantron assessment: Performance Series. The Performance Series is a standards-based formative, computer-adaptive diagnostic assessment COVA uses to guide your student’s instructional plan as well as assess effectiveness of current programs. Students take the Scantron Performance Series Assessment in August, or within two weeks of starting COVA, as well as at end of the school year during the first part of April to measure yearly student growth. Students in grades 3, 4, 6 & 7 will take two assessments; one in math and one in reading. Students in grades 5 and 8 will take three assessments; one in math, reading, and science.

**Transitional Colorado Assessment Program (TCAP)**
The TCAP assessments are taken in-person at various sites throughout the state. While COVA attempts to schedule sites within 30 miles of students, a site may not be made available to rural students. Families are expected to travel to complete this testing in the spring. All testing times, dates, and regional locations for TCAPs, including testing information for students enrolled will be communicated to legal guardians/learning coaches by their COVA teachers. COVA will provide as much notice as possible to facilitate scheduling and planning. TCAP testing takes place during the spring for students in grades 3 – 8. All individual results of assessment are also provided to the parent of each student. COVA students will attend a test site supervised by COVA teacher.

The Transitional Colorado Assessment Program (TCAP) is Colorado’s standards-based assessment designed to provide a picture of student performance to schools, districts, educators, parents and the community. The primary purpose of the assessment program is to determine the level at which Colorado students meet the Colorado Academic Content Standards in the content areas assessed. The TCAP is collaboratively developed by the Colorado Department of Education, the Colorado teaching community and CTB/McGraw-Hill. The data should be used to keep abreast of individual student, school, and district progress toward attaining higher student achievement levels. The fact that TCAP is based on the Colorado Academic Content Standards will ensure that all districts are held to the same challenging standards that Coloradans expect for their students regardless of whether they live in urban, suburban, or rural areas.

Colorado State Statute CRS 22.30.7-105(2) (b) notes “**Each student participating in an online program shall be subject to the statewide assessments. . .**” COVA is a public school and is subject to state statute.

If a student fails to take TCAP (CSAP), ACT, or required COVA testing, your family will be required to attend a face to face meeting at the COVA office, in Northglenn, which will include additional testing, and a meeting with our COVA administration. Additionally, your family will waive ISP (Internet Service Provider) reimbursement for the coming year.
Note: *Student grade level rather than course level determines the level of standardized testing.*

**Study Island**
The Study Island Custom Assessment is a standards-based formative, diagnostic assessment COVA uses to guide your student’s instructional plan as well as assess effectiveness of current programs. Students take the Study Island Custom Assessment in October, as well as in January to measure yearly student growth after completing most of the Study Island blue ribbons. Students in grades 3-8 will take two assessments; one in math and one in reading. This is NOT a high stake test, but participation fulfills part of the work sample requirement. The information provided from the assessment will help your teacher plan for your academic success. This test will cover standards for the upcoming school year for your student based on their current grade level. It is often referred to as a pre-test. It is not expected that your student will be familiar with all topics on the test at this point in the year. The teachers will be able to use these preliminary results to determine Class Connect live sessions and possible small groups to offer additional support for your student to complete the Blue Ribbon assignments. In January, your student will take another Custom Assessment in order to show growth on specific state standards from the beginning of the year and give teachers’ additional information on standards students still need additional support with.

**The Colorado READ Act and COVA’s Literacy Requirements**

The Colorado READ Act requires assessment of student reading ability in grades K-3 via Dynamic Indicators of Basic Early Literacy Skills (DIBELS) during the fall, winter, and spring. All testing will be done online for the upcoming school year.

*Reference the Colorado Department of Education for further information on The Colorado READ Act.*

**Grading Policies**
COVA will issue progress reports at the end of the first and second semesters. Progress reports are truly considered a snapshot in time of student achievement at semesters’ end. Progress report marks for math, language arts, science, history, art, and music include:

1. “E” for Exceeds Expectations
2. “P” for Proficient and Meets Expectations
3. “PP” for Partially Proficient and Approaches Expectations
4. “U” for Unsatisfactory and Does Not Meet Expectations

Foreign language (offered only for grades 3-8) progress marks are based off of course completion and include:
1. “I” for Course In Progress
2. “C” for Course Completed

Progress report marks are awarded based on course progress expectations, assessment participation throughout the school year, and submission of work samples. Students who fail to participate in assessments and submit required work samples will not earn higher than a “PP” in that related course area on the progress report.

**Progress Measurements used on Report Cards for Grades K – 2**
- Math, Language Arts, Science, history, art, and music progress will be based on pro-rated course progress expectations.
- Work sample marks will be listed separately on the Report Card as an average for all work samples submitted in Math and Language Arts including but not limited to all work samples, participation in DIBELS, mClass, Study Island Blue Ribbons (Gr 2 - Math) and Reading Eggs.

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<th>ELEM Rubric for Work Sample Average</th>
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<td>90-100% Work Sample Average</td>
<td>Work Grade</td>
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<td>Exceeds Expectations</td>
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<td>80-89% Work Sample Average</td>
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<td>70-79% Work Sample Average</td>
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<td>Partially Proficient</td>
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<td>Below 70% Work Sample Average</td>
<td>Work Grade</td>
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<td>Unsatisfactory</td>
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**Progress Measurements used on Report Cards for Grades 3-5**
- Math, language skills, literature, science, history, art, and music progress marks are based on pro-rated course progress expectations.
- Foreign language progress marks are based on whether the student has completed the course or not.
- Work sample marks will be listed separately on the Report Card as an average for all work samples submitted in Math, Language Arts, and Science, including but not limited to constructed responses, DIBELS/mClass, 4/5 standardized assessments, Study Island Blue Ribbons and Scantron Performance Series.
**ELEM Semester Rubric for Work Sample Average**

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**Progress Measurements used on Report Cards for Grades 6-8**

- Art and music progress marks are based on OLS course progress expectations.
- Language skills, literature, math, and science progress marks are calculated as follows: 60% course progress in the OLS and 40% work sample grade average.
- History progress marks are calculated as follows: 70% course progress in the OLS and 30% work sample grade average.
- Foreign language progress marks will be based on whether the student has completed the course or not.

Late start students will be moved ahead in the curriculum based upon their start date and the course pacing guides. Teachers will mark lessons complete for new students so they are on pace with the rest of the students. Late start students are still responsible for completing the curriculum within the year and progress will not be prorated based upon start dates of courses.

**Honor Roll**

COVA students deserve to be recognized for all of their hard work and diligence. Honor roll status will be determined at the end of each semester and students will receive recognition after honor roll eligibility is determined.

**Honor Roll Requirements:**

1. Student receives “E”s in each subject based on progress and work sample average except for foreign language
2. Student meets semester attendance requirement
3. For second semester only for grades 3-8: Student attends TCAP

**Academic Integrity**
COVA seeks to establish academic integrity within the school community. In cases where academic integrity may be in question regarding the OLS progress and lesson completion, the COVA teacher, at any time, has the authority to collect work from lessons marked complete, host a live testing session with the student for the work completed, and/or mark the lessons in question as “not completed” back to the prior percentage indicated before the questionable progress was entered. Entering progress completed in a very short period of time compared to the allotted time assigned for completion is an indicator of possible questionable progress. We require students to complete their daily lessons online. Any work completed offline must be recorded in the online school on a daily basis.

COVA has identified the following as unacceptable practices, including, but not limited to:

- Cheating in its various forms, whether copying another student’s work, allowing your own to be copied, using unauthorized aids on an assignment or test; having someone else complete an assignment or test for you; submitting as your own another person’s work; etc.
- Plagiarizing (e.g. presenting as your own the words or ideas of another person), including inadequate documentation of sources (electronic, internet, or print) and excessive dependence on the language of sources even when documented, relying on similar order of sentences while altering a few words or word order
- Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission
- Fabricating data: This includes falsifying or manipulating data to achieve desired result, reporting results for experiments not done, or falsifying citations in research reports
- Destroying, tampering, or altering another student’s work to impede academic progress
- Falsely reporting completion of assignments
- Using answers from yahoo answers or any other similar site as your own.

If a student has cheated and/or plagiarized, the following steps will be taken. COVA administration has discretion in dealing with these situations taking into account the severity of the infraction and student’s age and educational needs.

First offense: Mandatory conference with teacher, student, and parent. Student will be required to redo the assignment within one week of the conference.

Second offense: Mandatory conference with COVA administrator, student, and parent. Student will be required to redo the assignment within one week of the conference but will receive a zero on the assignment regardless.
Third offense: Mandatory conference with COVA administrator, student, and parent. Student will receive a zero for his/her work sample grade for the semester in the course. If the student continues to cheat and/or plagiarize, they may be suspended or expelled from COVA.

Curriculum, Choices, Enhancements, and Pacing
COVA uses the K12® curriculum for all grade levels. The K12® curriculum is mandatory for students enrolled in COVA. However, COVA is much more than the OLS and curriculum offered there in and we need to supplement the curriculum to ensure students have mastered all grade level standards. Supplementation includes use of Study Island, targeted instruction in small groups and Class Connect sessions, and work sample requirements. We utilize numerous other instructional practices in order for our students to achieve academic success.

Direct Instruction via Class Connect Sessions
Direct Instruction is an integral piece of the educational model provided by COVA. As a way to enhance learning in the Online School, students can participate in scheduled virtual interactions with their peers and teachers. These virtual interactions often take place in the form of Class Connect sessions hosted in Blackboard Collaborate (online) classrooms. All sessions are recorded. All links to recordings will be available in the Online School. Some students will be required to have a more intensive weekly or daily schedule of direct instruction and support based on academic need and previous performance.

Direct Instruction via Small Group Instruction
Targeted instruction for small groups of students may be required for some students according to their Success Plans. Teachers will invite specific students to these sessions via the Online School and will focus their instruction on student’s needs as seen through various assessments and work samples. It is the responsibility of the Learning Coach to ensure participation of their students in these sessions.

Required Participation
If your student has a plan that encompasses Required Participation, he/she must attend the services as outlined in that plan. Services include, but are not limited to, small group sessions, individual sessions and face to face teacher support. Required Participation includes all students with a formal support plan: Response to Intervention, Special Education and English Language Learners. Communication of the requirements of each participation plan will come from the student’s teacher. Failure to participate in the required support sessions will result in the implementation of the STARS process. Required participation is implemented to meet the needs of students for extra academic support as demonstrated by student data.

Study Island
In preparation for ensuring students meet grade-level expectations and learn grade-level standards, COVA is excited to offer our students (in grades 2-8) Study Island (SI). The SI database is packed with material covering all of the Colorado Learning Outcomes and is useful as a preparatory and practice tool. SI is an important, student friendly instructional practice tool that can be used by students independently. Study Island Blue Ribbons is a work sample requirement for all students in Grades 2 – 8. Additional topics or lessons may also be recommended by the teacher for student use as an intervention strategy and practice tool. For information on how to access this program and the required topics, contact your homeroom teacher.

**Reading Eggs**
Learning to read is an important skill for all children. COVA wants to make it an enjoyable experience for children so we have provided Kindergarten and 1st grade students with a Reading Eggs Account. Reading Eggs supports each child’s learning by offering individual, one-on-one lessons that allow children to progress at their own rate. Students do have the option of “testing out” of Reading Eggs participation and gaining access to the more advanced version, Reading Eggspress. For information on how to access this program, contact your homeroom teacher.

**Pacing**
The OLS provides a recommended schedule that will ensure all lessons in each content level are presented in one academic school year time frame and is designed to provide lessons on selected days. Learning coaches and teachers may cooperatively determine an alternative student schedule that meets annual and monthly completion goals. See the default schedules below.

**Default Schedule for Elementary Students**
- Daily participation in Study Island, grades 2-5
- Language Arts: All grades, 5x/week
- Math: All grades, 5x/week
- History: K-1, 2x/week; Grades 2-4, 3x/week; American History Before 1685, 5x/week
- Science: K-5, 2x/week
- Art: All elementary course levels, 2x/week
- Music: Beg 1, Beg 2, Intro, Int 1 – 2x/week; All other course levels – 1x/week
- Foreign Language: 3-5x/week

**Default Schedule for Middle School Students**
Pacing guides for middle school math, language arts, history, and science are available. For a copy of the guide, please contact your content teacher.
- Daily participation in Study Island
- Language Arts: All grades, 5x/week
- Math: All grades, 5x/week
- History: All middle school courses, 5x/week
- Science: All middle school courses, 5x/week
- Art: All middle school course levels, 2x/week
- Music: All middle school course levels, 1x/week
- Foreign Language: 3-5x/week

**Required Lessons and Optional Lessons**
Some children learn faster, some want more opportunity for depth, and some need to take more time with skill development. The identification of optional lessons within the OLS provides learning coaches some flexibility in making choices for their student(s) while meeting the learning objectives and Colorado State Standards for the year. Approximately 10% of the lessons in each academic area are identified as optional so that learning coaches might choose whether to use them or not, depending on the needs of each student. Students are evaluated based on core lesson completion. Optional lessons are optional and will not be taken into account for semester progress goals. COVA does encourage students to use these optional lesson days to complete their Study Island pathway topics.

The OLS has two different views of a student’s mastery of curricular objectives. Learning coaches can choose to view “core lessons” which means viewing mastery of the required lessons (the focus for student progress). Learning coaches can also choose to view “all lessons” which means a parent will be viewing all lessons, both required and optional.

**Objections to Certain Lessons**
There may be times in which a legal guardian/learning coach will have objections to certain lessons, books or materials. In this case, the parent should contact his or her teacher. The COVA teacher will work with the learning coach to find alternative lessons, books, materials or teaching strategies to meet the lesson objectives. Learning coaches may also contact K12 @directly concerning their objections using the feedback option in the OLS. It is expected for students at COVA that not more than 10% of lessons will be alternate lessons for fulfillment of core subject objectives.

**Elective Choices: Foreign Language or Music**
COVA is delighted to be able to offer elective choices to our 1st-8th grade students. Music courses are available to all full-time 1st-8th grade students. In addition, starting in 3rd grade, students have a choice of taking a music course or a foreign language course. COVA currently offers French and Spanish courses. The foreign language courses are designed to stand alone without the need for learning coach support. Foreign language courses are accessed only through the student account through the PowerSpeak link and will not appear on the Daily Plan in the OLS. Students who have not had prior success in the PowerSpeak program will be required to take the grade level appropriate music course.

**Program Enhancements**
COVA provides a variety of resources to learning coaches including workshops, field trips, school events, parent chats, parent resources, and mentoring and coaching support.
Learning coaches are responsible for any costs incurred while attending a COVA sponsored event, including, but not limited to: transportation, entrance fees, meals, etc. Credit for field trips is not offered in lieu of the regular curriculum; however, time spent at COVA sponsored events may be logged in the attendance area of the OLS. Legal guardians/learning coaches of elementary and middle school students are expected to attend field trips or COVA events with their child(ren). Bad behavior may be cause for exclusion from future COVA field trips and/or activities.

Legal guardians/learning coaches seeking to provide the best possible education for their child(ren) often enrich the curriculum with extra activities, family trips or extra curricula. Time spent for these academic enhancements may be logged in the attendance area of the OLS. However, it is important that plans for additional activities and curricula be discussed ahead of time with the assigned COVA teacher so as not to interfere with required curricular objectives. Enhancement can support and not supplant the curriculum. It is also important to note that additional activities, extracurricular courses, and supplemental curriculum do not replace the expected attendance for and completion and mastery of the student’s K12® lessons.

**Special Programs**

**Gifted and Talented Education (GATE)**

COVA’s GATE Program is specifically designed to meet the needs of gifted students. This unique program focuses on meeting the social and emotional needs of gifted students by creating opportunities not only in intense areas of interest, but also providing opportunities with other students in the GATE Program.

The K12® curriculum will not be changed for GATE students; however, curriculum may be compacted and differentiated to allow more in-depth studies in high areas of interest. The program will include an ALP (Advanced Learning Plan) for the student which focuses on specific goals and course sequence to meet the individual needs of each student. Plans may include parent (and student) workshops focusing on the gifted child, opportunities to participate in clubs with other students (who may not necessarily be in the GATE program), independent studies, and more. There is an application process which will occur each fall.

To apply for assessment in the GATE program, contact your child’s teacher for information.

**English Language Learner Support**

Please consult April Nelson at anelson@12.com. Please refer to the Adams 12 Five Star School District English Language Learners ELL Policies for specific information regarding ELL Students.

**Special Education**

Please consult Kara Bovenzi at kbovenzi@covcs.org regarding child find and special education and also consult the Adams 12 Five Star School District Special Education Policies. Reference code 8400 Adams 12 Rights and Responsibilities.
Teacher Responsibilities
A healthy working relationship between legal guardians/learning coaches and the assigned COVA teacher(s) is essential. The COVA homeroom teacher/advisor is the first point of contact for parent questions. COVA Middle School content teachers are the first point of contact for specific course related questions. All COVA teachers are highly qualified and hold a valid Colorado teaching license, participate in extensive, ongoing professional development, and represent a diverse spectrum of educational backgrounds and experience. COVA teachers will respond to communications within 24 hours on regular school days which excludes weekends, holidays, as well as vacations. COVA teachers will notify their assigned families in advance, if they will be out of the office or unavailable for a scheduled conference call, required assessment period, or other event. Teacher responsibilities include but are not limited to:

- Working in a partnership with legal guardians/learning coaches to ensure students are achieving and progressing adequately using effective methods and resources
- Conducting direct teaching of students via expected online learning sessions, known as Class Connect sessions
- Conducting targeted instruction online sessions for small groups of students
- Scheduling and initiating regularly scheduled conference calls and other communications with the learning coaches and the students based on individual family and student needs.
- Providing instructional and curricular support including a variety of instructional methods and modifications or accommodations for special needs
- Testing students face-to-face with standards based assessments
- Ensuring students meet grade level standards (expectations) by the end of the school year
- Collecting, reviewing, and providing feedback on student work samples
- Working in partnership with the family to write educational goals for each student.
- Supporting all areas of student learning and achievement

Learning coaches will participate in required orientations and ongoing training to ensure a successful year in this model of education. Failure to do so may prompt the student’s curriculum to be locked by COVA administration until the orientation is completed.

Legal Guardian/Learning Coach Responsibilities
Student success is truly dependent upon the level of legal guardian/learning coach involvement. COVA is truly a partnership between teachers, legal guardians/learning coaches, and students. Legal guardian/learning coach responsibilities include ensuring:

1. Regular communication with COVA teacher(s) which include participation and responsiveness to K-Mails and conference calls as well as returning teacher voicemail messages
2. Daily support and guidance of student attendance and progress in the Online School (OLS)
3. Daily entry of assessment data for each mastered and/or completed lesson in the OLS
4. Daily entry of attendance in the OLS
5. Follow through of educational paths or goals decided by COVA teacher and family which may include mandatory Class Connect attendance and/or submission of more than the required number of work samples
6. Submission of all required work samples is done in a timely manner
7. Student attendance and participation in TCAP, Scantron, SAS, DIBELS, and any other form of assessment deemed necessary by COVA or the state of Colorado
8. Maintenance of internet connection and email account, as well as installing any virus update information forwarded from COVA/ K12®’s technical support department

Required K-8 Learning Coach Orientation Course
New learning coaches are required to complete the K-8 Orientation as a condition of their student’s continued enrollment and in order to ensure the best chance at success in COVA. The orientation course consists of the following required components:

- Attendance at Orientation A, B, C sessions
- Completion of all activities and readings associated with the K-8 Smart Start Checklist
- Demonstration of active participation in K-Mail communication
- Completion of the six Introduction to Online Learning lessons – found within each new student’s OLS account (Student courses will not open without completion of these courses.)
- Completion of the end-of-course quiz

New Learning Coaches will receive comprehensive information on this course upon enrollment approval from the Director of Family Support.

Student Conduct
COVA has Five Foundation Stones of Character: integrity, perseverance, respect, responsibility, and citizenship. We expect students to behave in adherence to these traits in all aspects of schooling.

Discipline Policy and Procedures
As a public charter school, COVA’s students are subject to the discipline policies of Adams 12. Given the unique make-up of the virtual school setting, the following issues are clarified:

- “Classroom” does not equate to the home. “School Grounds” will be considered the grounds of any COVA sponsored event and instructional property including computer, materials, printer, and any other resource made available by COVA.
- Student conduct expectations around appropriate treatment of instructional property apply to the school printer, computer, curriculum, materials and any other resource provided through COVA. Misuse of hardware or software may be grounds for exclusion from COVA.
• Students may be removed from COVA due to disciplinary action, lack of attendance or progress addressed through the truancy court process, or non-disclosure of an IEP or a combination of issues thereof.

• Students attending school events are subject to the school’s dress code.

Any policy not specifically addressed in this section will be covered in the Adams 12 Rights and Responsibilities Handbook.

**Blackboard Collaborate Etiquette**

The COVA Blackboard Collaborate Policy is based on the Five Foundation Stones of Character and is as follows:

- **Integrity**: Students will sign in to the session through their OLS student account or if the session is held outside of the OLS, students will sign in with their correct name, grade, and homeroom teacher (Fred F, 6-Mathews).

- **Perseverance**: Students will join the session on time and will not leave the session early unless approved by the teacher. Students will also persevere and stay on task.

- **Respect**: Students will be respectful to the teacher and other classmates at all times by appropriate use of chatting and whiteboard privileges. Students will respect that there will be no public chat privileges without teacher direction. Students may not join sessions just to chat with friends. Students who fail to show respect to another and/or the teacher will be contacted directly by the homeroom teacher, advisor, or teacher leading the Elluminate session.

- **Responsibility**: Students acknowledge that they are responsible for their learning and attitudes during online sessions. Students will actively participate in the sessions. Students will also accept the consequences for their negative behavior and understand that they may be removed from the session by the teacher.

- **Citizenship**: Students understand that being a good citizen in our online community means using the rights and privileges he or she has to make that community a better place. Students understand that their actions can impact online sessions both positively and negatively, and they need to be good citizens and make their classes an enjoyable learning environment for all participants.

When students fail to adhere to the Five Foundation Stones of Character in Elluminate, teachers will take the following steps.

1. Issue a general warning to the class
2. Remove privileges
3. Issue student final warning.
4. Remove student from the class

If a student is removed from an Blackboard Collaborate session, the content teacher will notify the homeroom teacher, Middle School Principal, and the legal guardian regarding the incident. If a student is removed three times within a semester, a meeting will take place with the teacher, Middle School Principal, student and legal guardian before the student will be allowed to participate in Elluminate sessions again.
Reasons for Immediate Removal from Elluminate:
1. Student signs in with an inappropriate, offensive name.
2. Student sends inappropriate chat messages to teachers.
3. Student posed inappropriate content on whiteboard.

Note: Public chat privileges should be used for educational purposes.

**Dress Code**
COVA provides many opportunities for students to participate in school activities and events. A dress code helps to minimize peer pressure and distraction. Students attending field trips or school-sponsored events are expected to dress appropriately while being able to express their own individuality and unique fashion sense. Appropriate dress includes clothing that does not include offensive racial, ethnic or sexual slogans or pictures. Dress should not include obscene language. Appropriate clothing should not hang excessively low, be transparent, or be excessively tight. Clothing should cover belly-buttons. Undergarments should not be showing. Teachers retain the authority to exclude students in inappropriate dress from participation in school events.

**Suspension and Expulsion Procedures**
Students with poor discipline and/or excessive absences at their previous school or during a semester at COVA may be placed on academic probation. The probationary requirements shall be determined on a case-by-case basis by COVA administration. Students wishing to re-enroll in COVA after having been withdrawn due to non-compliance of any type must seek and obtain approval for re-enrollment by COVA administration. As per the charter application Enrollment Policy, students may be denied admission based on grounds set forth in Section 22-33-106 of the Colorado Revised Statutes.

1.1 Procedure for expulsion or supplemental extension of suspension - Prior to any contemplated expulsion or supplemental extension of suspension of any student, the following procedure, shall be followed.

1.1.1 **General notice** - The COVA administrator or designee shall cause written notice of such proposed action to be delivered to the student and his/her parent, guardian or legal custodian a reasonable time prior to the date of contemplated action. Such delivery may be in person or by registered United States mail and shall be deemed to be completed, when handed to the addressee or the notice is deposited in the United States mail addressed to the last known address of the student or his/her parent or guardian.

1.1.2 **Contents of Notice** The notice shall contain the following basic information:
- A statement of the allegations leading to the contemplated denial of admission or expulsions;
- The nature of the evidence supporting the charges;
- A statement of the date, time, and place of a hearing on the question of expulsion, supplemental extension of suspension, or denial of admission;
A statement that the student may be present at the hearing during the presentation of all information, shall have an opportunity to present relevant information, and may be accompanied and represented by the parent, guardian, legal custodian and/or an attorney; and, a statement that failure to participate in such hearing constitutes waiver of further rights in the matter.

1.1.3 Hearing Process

1.1.3.1 The administrator or designee prior to any recommendation to the COVA Board for expulsion shall conduct a hearing for expulsion. When the Administrator or designee recommends expulsion, the Board shall conduct a hearing.

1.1.3.2 Hearings shall be closed except to participants and witnesses, or upon agreement by both parties, may be open to such individuals as the parties may specify.

1.1.3.3 The administrator or designee shall conduct the hearing for extension of suspension.

1.1.3.4 Testimony and information shall be presented under oath: however, technical rules of evidence shall not be applicable and any hearing official may consider and give appropriate weight to such information or evidence as he/she deems appropriate. The student or his/her representative may question individuals presenting information.

1.1.3.5 A sufficient record of the proceedings shall be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript shall be at the expense of the party requesting the same. The hearing officials may retire to closed session to review and consider the evidence.

1.1.3.6 The hearing officials shall render a written opinion within five (5) days after the hearing. All decisions rendered must be submitted in writing to the appropriate personnel, student, and parent or guardian.

1.1.3.7 Waiver of condition—By mutual agreement between the chairperson/administrator and the student or his/her representative, time limits and other conditions of this procedure may be waived.

1.1.3.8 Every effort shall be made, when appropriate, to administer discipline so that the student will not suffer a substantial loss of the educational program.

1.1.3.9 Administrative Hearing

1.1.3.9.1 A person with an Administrative Class D license shall conduct hearings described in this section. Such a hearing may be presided over by a committee of not more than three persons, with the Class D licensed person chairing the committee.

1.1.3.9.2 When a designee conducts the hearing, he/she shall forward findings of facts and recommendations to the administrator or designee at the close of the hearing.
1.1.3.9.3 The administrator or designee shall advise the COVA Board of the circumstances, the action taken, and the reasons for the action taken, with respect to each hearing conducted by the administrator/designee.

1.1.3.10 Right to Appeal

1.1.3.10.1 An appeal may be taken from the decision of the administrator or designee to the COVA Board.

1.1.3.10.2 The administrator may give the student the option to withdraw if such expulsion were not likely to occur under District policies. If the student appeals the decision to Head of School then he/she forfeits the option to withdraw prior to expulsion.

1.1.3.10.3 In the case of proposed expulsion, appeal to the Head of School shall be automatic.

1.1.3.11 Board Hearing

1.1.3.11.1 The appeal to the Board may be taken by filing a notice of appeal within two (2) weeks of the date of the notice of recommendation for expulsion or date of expulsion hearing, whichever is later.

1.1.3.11.2 If the Board, in accordance with the provisions of this subsection, makes a determination that the student should not be educated in the school, the board shall determine if sufficient grounds exist to expel the student at that time and shall proceed with the expulsion.

1.2 When a pupil is expelled by COVA for the remainder of the year, the parent, guardian, or legal custodian is responsible for seeing that the compulsory school attendance statute is complied with during the period of expulsion from school. Expulsion from COVA does not necessarily constitute expulsion or exclusion from any other schools.

1.3 When COVA receives information that a petition or charges have been filed on a student regarding commission of an offense, which would constitute a crime of violence, the student shall be suspended pursuant to section 4.0 and its sub-parts and CRS 22-33-106 and parts (4)(d) for investigation of the circumstances surrounding the matter. The Board shall meet in executive session for the purpose of conducting a hearing to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or of COVA personnel in the school and whether educating the student in COVA may disrupt the learning environment, provide a negative example for other students, teachers, and other COVA personnel.

1.3.1 If the Board, in accordance with the provisions of this subsection (3), makes a determination that the student should not be educated in the school, the board shall determine if sufficient grounds exist to expel the student at that time and shall proceed with the expulsion.

1.3.2 Alternatively, the Board may determine that it will wait until the conclusion of the judicial proceedings if they have been filed in juvenile court to consider the expulsion matter, in which case it shall be the responsibility of COVA to provide said student with an appropriate alternate education program or a home-based education program.
Information made available to COVA and not otherwise available to the public pursuant to the provisions of section 19-1-119, C.R.S. shall remain confidential.

1.3.3 No student who is being educated in an alternate education program or a home-based education program pursuant to paragraph (2) of this subsection (3) shall be allowed to return to the education program in COVA until there has been a disposition of the charge. If the student pleads guilty, is found guilty, or is adjudicated a delinquent juvenile, COVA may proceed in accordance with section 22-33-106 to expel the student.

1.4 Denial of Admission - The administrator or designee may deny admission to students on the basis of grounds set forth in section 22-33-106, Colorado Revised Statutes.

Grievances
As problems arise, COVA personnel and legal guardians or learning coaches agree that they must work together to solve them. For assistance in resolving a problem, legal guardians should first direct all concerns, issues, and questions to the student’s teacher(s) (setting up an appointment by phone or K-mail). If the concern is not resolved at this level, the grievance policy may be followed as listed below. No retaliation can occur against students or family members who voice concerns or file grievances.

Grievance Policy and Procedure
“STEPS”—SOLUTIONS TO ELIMINATE PROBLEM SITUATIONS
In most circumstances in which a complaint involves a problem with an administrator, a teacher, the student or parent will be expected to discuss the matter with that person before requesting a conference with that person’s supervisor. Before initiating a formal complaint under this policy, all parties are encouraged to resolve concerns by scheduling an informal conference with the appropriate administrator. However, if the informal conference does not resolve the issue, then the formal complaint process should be initiated.

The student may be represented by an adult at any level of the complaint.

For purposes of this policy, “days” will mean business days.

All evidence/information must be submitted with the Level One – Employee/Student/Parent Complaint Form. No additional information will be considered if the complaint process continues. Newly discovered evidence may be presented if the complainant resubmits this information back to Level One.

Failures to meet the deadlines set forth through the STEPS process by the school allow the complainant to move to the next level in the process. Failure to meet the deadlines set forth through the STEPS process by the complainants ends the complaint.

The process is:

1. If the issue is not resolved informally, submit form Level One – Employee/Student/Parent Complaint Form within ten days of the incident, or reasonable discovery of incident, to the appropriate administrator. The appropriate
administrator will hold the conference within seven days after receipt of the written request. The administrator will have five days following the conference within which to respond in writing.

2. If the concern is still not resolved, submit within five days of receipt of the administration’s decision or expiration of the time line to the Head of School or designee Level Two Appeal Notice – Employee/Student/Parent Complaint Form. The appropriate administrator will hold the conference within seven days after receipt of the written request. After receiving a Level Two complaint form, the appropriate administrator will request the file from Level One from administration then notify and conduct the conference within seven days after receipt. The central office administrator will have 7 days following the conference within which to respond in writing.

3. Any issue not resolved adequately at the Head of School or designee level may be appealed to the Board for consideration at their regularly scheduled meeting. The complainant will submit within five days of receipt of the decision or the expiration of the time line to the Head of School or designee Level Three Appeal Notice – Employee/Student/Parent Complaint Form. The Head of School will inform the employee, student or parent of the date, time, and place of the meeting.

The presiding officer at the Board meeting will establish a reasonable time limit for complaint presentations. The school may make an audiotape record of the proceedings before the Board. The Board will hear the complaint and will then make its decision, which may be communicated orally or in writing at any time up to and including the next regularly scheduled Board meeting.

Extracurricular and Interscholastic Activities
This is a summary of Colorado State Statutes that pertain to online school students participating in extracurricular and/or interscholastic activities at other public schools.

- Students enrolled in an online program, may participate on an equal basis in any extracurricular or interscholastic activity offered by a public school, assuming the online program doesn’t already offer such extracurricular or interscholastic activity.

- A school may charge any student participating in an activity a participation fee as a prerequisite to participation. The fee amount is determined in accordance with current state law.

Key Statutes for Reference
22-30.7.108(1) A student who is participating in an on-line program, other than a student who is participating in the on-line program after having been expelled from a public school, may participate on an equal basis in any extracurricular or interscholastic activity offered by a public school or offered by a private school, at the private school’s discretion...
22-33-104.6.(4) (b) For purposes of this subsection (4), a child who is participating in an on-line program, other than a child who is participating in the on-line program after having been expelled from a public school, may participate on an equal basis in any extracurricular or interscholastic activity offered by a public school or offered by a private school, at the private school's discretion, as provided in section 22-32-116.5.

22-32-116.5. (b) If a student's school of attendance or nonpublic home-based educational program does not offer an activity in which the student wishes to participate, the student may participate in the activity at another public school in the student's school district of attendance or in the student's school district of residence. If the activity is not offered at any public school in the school district of attendance or the school district of residence, the student may participate in the activity at a public school in a school district that is contiguous to the student's school district of residence or at the nearest public school that has the facilities for and offers the activity, even if the public school is not in a contiguous school district.

(6) (a) A school may charge any student participating in an activity a participation fee as a prerequisite to participation. The fee amount that a school of participation charges a non-enrolled student shall not exceed one hundred fifty percent of the fee amount the school of participation would charge an enrolled student to participate in the activity.

(10) As used in this section, unless the context otherwise requires: (a) “Activity” means any extracurricular or interscholastic activity, including but not limited to, any academic, artistic, athletic, recreational, or other activity offered by a school.

**Student Health, Illness and Attending Events**

For the benefit and safety of all participants, a student should be in good health prior to participating in events sponsored by COVA. Students and other participants running a fever, or experiencing diarrhea or vomiting should be symptom-free for 24 hours prior to attending a COVA event. Students and other participants may not bring medication to any COVA sponsored event, except essential medication in accordance with Adams 12 code 5141. The accompanying parent is responsible for the security and administration of any essential medication. The COVA teachers and staff are not allowed to administer medication of any kind to any student or participant. Reference code 5141 Adams 12 Handbook. District policy can be found at [http://www.adams12.org/en/boe_policies](http://www.adams12.org/en/boe_policies).

**Vision and Hearing Screenings**

Colorado law requires that vision and hearing screening services be offered to students in grades K-4, 6, 7 and 8. COVA offers these services at no cost to COVA students at a designated time during each school year in various regions. Legal guardians will be notified of the date(s) via email. Students wearing glasses, contacts, or utilizing hearing devices should bring these items with them when participating in the screenings. If there is a suspected problem, the parent will be notified of the results of the screening. It is
recommended that professional advice from an ophthalmologist and/or audiologist be obtained if a student has failed the vision and/or hearing screening.

We are pleased to announce the COVA Office will hold hearing and vision screening during the 2013-2014 school year. This is for our currently enrolled students only and will only be offered at the COVA Office in Northglenn. All tests will be conducted as a first come first serve basis. Testing will be offered the first Monday of each month staring in November.

**These dates and times are subject to change, so please watch your K-Mail for updates.**

**Student Work Permits**
COVA does not provide student work release documents. If necessary, school administration may sign off on student-provided documents for students in good academic standing only. Work permits are not required by Colorado law. Any minor fourteen or fifteen years of age who wishes to work on school days during school hours shall first secure a school release permit. Such permit is issued only by the school district superintendent or his/her agent. Any employer desiring proof of the age of any minor employee or prospective employee may require the minor to submit an age certificate. Age certificates are issued by or under the authority of the school superintendent of the district or county in which the applicant resides.

**Student Records**
Legal guardians always have access to student records. A request to view student records may be made and an appointment determined in advance with the school office. For specific procedures, reference Code 5125, Adams 12 Rights and Responsibilities Handbook. District policy can be found at http://www.adams12.org/en/boe_policies.

**Fundraising**
Because COVA does not accept outside advertising, our fundraising activities are limited in each school year and determined by administration and our fundraising committee. Our fundraising is limited to opportunities that do not require solicitation or information to be shared about businesses with our parent community. Fundraising suggestions are accepted for review through teachers to administration and our fundraising committee. All approvals or non-approvals about fundraising activities made by this group are final.

**Provisions**
Policies and procedures listed in this Handbook may be changed at the discretion of COVA without prior notice. Any alterations to this document will be communicated to affected parties via email. A copy of this handbook will be posted on the COVA website. This copy will be updated as needed.
Colorado Virtual Academy is committed to working with families to achieve excellence in education for the children enrolled in COVA. This Handbook is provided to clarify expectations and procedures that underlie a positive, ongoing working relationship.
APPENDIX A: Preventing Trouble on Your K12® Computer with Regular Maintenance
Hints and tips for keeping your K12® computer in top form

Most people don't think much about their computers unless it crashes or another problem occurs. But you shouldn't worry about keeping your computer running smoothly only when something goes wrong. Regular maintenance and basic precautions can prevent trouble before it starts. Here are some hints for maintaining your K12® computer.

At the end of this section there is a calendar for you to print off and post near your computer to remind you to perform your regularly scheduled maintenance.

Precautions

- Do not place your computer in a dusty environment
- Ensure that air vents of your system are not blocked and that there is enough space above the monitor for the heat from the screen to escape
- Use a surge protector to protect your computer from power surges
- Do not locate the computer near radiators/heating vents or in direct sunlight during the summer to avoid problems caused by the heating up and cooling down of components inside the system
- Keep away from liquids and magnets
- Move your computer as little as possible. If you need to transport your computer any distance, try and use the original packaging.
- Do not switch your computer on or off unnecessarily. Most of the stress in a computer's life comes in the first few seconds after it is powered on.
- Keep all disks and software stored in a safe place

Regular Maintenance – Keep your computer and peripheral equipment clean

- An excessive buildup of dust inside your computer will cause a heat buildup. This heat buildup will degrade performance as well as accelerate wear and tear on the parts inside your computer. It is the biggest cause of component failure in computers.
- CAUTION: Shut your computer off for external cleaning, but make sure it is completely unplugged before opening the case for internal cleaning.
- Keep your K12® computer in tip top shape by following this guide to a spotless computer system:
  - You’ll need:
    - Screwdriver
    - Can of compressed air (available from computer dealers or office-supply stores)
    - Cotton swabs (do not use a cotton ball)
Rubbing alcohol
Paper towels or anti-static cloths
Water

- Turn your computer off before you begin and unplug all the cords
- **Step 1: Inside the case**
  - Using a screwdriver, remove the side of the case that's opposite to your motherboard. Touch as little as possible inside the computer, keeping fingers away from cards and cords.
  - Blow air around all of the components and along the bottom of the case, keeping the nozzle four inches away from the machine. Blow air into the power supply box and into the fan (from the back of the case). Lastly, blow air into the floppy disk and CD drives. Wipe the inside of the cover with a lightly moistened cloth before replacing it.
  - Do this every three months if your case sits on the floor, if you have pets that shed, or if you smoke. Otherwise, every six to eight months is fine.
- **Step 2: Outside the case**
  - Run a cotton swab dipped in rubbing alcohol around all of the openings on the back of your case. Give them one swipe with the damp end of the swab and one swipe with the dry end.
  - Do this as often as you clean the inside of your computer.
- **Step 3: Keyboard**
  - Turn the keyboard upside down and gently shake it. Most of the crumbs and dust will fall out.
  - Take a can of compressed air and blow into and around the keys.
  - Next, take a cotton swab and dip it in rubbing alcohol. It should be damp, but not wet. Run the cotton swab around the outside of the keys. Rub the tops of the keys with a damp cotton swab.
  - If you have a laptop, follow the same procedure but take extra care with your machine.
  - Do this monthly.
- **Step 4: Spills**
  - If you have kids, you're worried about spills.
  - If it happens, disconnect the keyboard immediately and flip it over. Blot the top with a paper towel, blow compressed air between the keys and leave it to air dry overnight.
  - For laptops, liquid can easily penetrate the hard drive so turn the computer over immediately and leave it in that position until it dries.
  - Do this on an as needed basis
- **Step 5: Mouse**
  - Rub the top and bottom of your mouse with a paper towel dipped in rubbing alcohol.
  - Open the back and remove the ball.
  - Wash the ball with water and let it air dry.
To clean inside the mouse, dip a cotton swab in rubbing alcohol and rub all of the components.

Scrape hard-to-remove grime with your fingernail.

Finally, blow air into the opening. Replace the ball and the cover.

Do this monthly.

Step 5: Monitor

- Moisten a paper towel or a soft, lint-free cloth with water. (You can also buy monitor cleaning products at computer supply stores.)
- Don't spray liquid directly onto screen — spray the cloth instead.
- Wipe the screen gently to remove dust and fingerprints.
- Never touch the back of the monitor.
- For laptop screens, buy a special cleaning solution available at computer stores.
- Do this weekly.

Step 6:

- Make sure everything is dry before you plug your computer back in.

Step 7: Printer

- The printer is probably the most overlooked piece of computer hardware. But regular maintenance is more important with printers than any other piece of hardware. It is very important to keep your printer running smoothly, clean, and free of ink clogs and any other problems it may have.

- It is a fairly easy to keep everything up and running smoothly. Of course, the easiest method of keeping your printer running smoothly is regular maintenance.

- Keep a can of compressed air handy and periodically open the cover of your printer and blow out the dust and debris that accumulates during normal use.

- Do this monthly.

- Handle ink cartridges with care. The nozzles are fragile and easily damaged so avoid touching them when replacing. Also avoid touching the brass contacts on the back of the cartridge. The oil in your skin can sometimes be enough to interfere with the operation of the cartridge.

- Don’t forget the diagnostic tools that are included with many printer software packages. They are used for printer maintenance and can be used, in many cases, to get your printer back up and running in the event of a problem.

- With that in mind, here are some of the more common inkjet printer problems with some suggestions on how to fix them.

Paper Jams

- This is easily the most common problem printers have and can occur for almost any reason. Dust on the rollers requiring cleaning, debris from a previous print job blocking the paper...
feed, the wrong paper type or size is being used, or the rollers on the printer that feed the paper worn are the most common reasons for a paper jam.

- Some printers are more susceptible to paper jams than others but regardless of the cause, when removing a paper jam, always pull the paper in the direction of the paper path, as pulling it backward can severely damage the printer. After clearing the jam check and make sure that there is no debris left behind.

- The Printer picks up multiple sheets of paper rather than one sheet
  - Worn parts in your printer can cause this or it could just be dirty.
  - Another possible issue is the paper is wet from humidity. Check that your printer is clean and that the paper used is in good condition.

- Some of the printing on the page is fading
  - Faded print on a page or horizontal white lines running through the print can usually be the result of one of these conditions:
    - The most likely cause for this is that the printer ink is getting low in the cartridge. If this is the case than the only thing to do is replace the cartridge with a new one.
    - The next most likely cause is clogged nozzles that are not dispensing the ink properly. Cleaning the print head can sometimes fix the problem. Use a Q-tip with denatured alcohol and lightly rub the surface of the print head. This will usually dissolve any ink. After cleaning it, lightly wipe any excess ink off the print head with a dry Q-tip. Once you have inserted the print head back into the printer you may need to run the cleaning utility is usually included with the printer software.
    - The print head ribbon is not secured firmly to the print head. This does not usually occur with new printers, but it can happen. Turn off the printer power and make sure that the print head ribbon is in secure.
    - Paper dust buildup can interfere with electrical connections. When a printer is used quite a bit, the paper dust can interfere with the electrical contacts on the printer head. Clean the contacts with denatured alcohol and a Q-tip and let dry before testing.

- The page or file fails to print
  - This is easily the most frustrating printer problem, especially since it can be so difficult to diagnose. This is usually caused by
a loss of communication between the computer and printer. If you aren't able to print any file at all and are unable to print from any application, and assuming that the connections and cables are all in good shape, it is most likely that it is a driver problem.

- The easiest way to fix this particular issue is to reinstall the appropriate drivers for your printer and operating system. Use the CD provided by the manufacturer or download the most recent version of the driver from the printer manufacturer’s website.
- If reinstalling the appropriate drivers doesn't correct the problem, the printer is able to print a self test report and the cables look to be in good shape then you may need to contact your teacher, so he/she can create a trouble ticket with K12® Tech Support to resolve this problem.

- Replacing Printer Cartridges
  - Always purchase name brand print cartridges.
  - Never refill print cartridges with ink.

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**Regular Maintenance – Protect your computer from viruses and spyware/adware**

- Virus Protection:
  - Many viruses use so much of your system’s resources that they will greatly degrade performance. Some will even crash your system completely. Spyware/adware, although typically less destructive than viruses, can also take up memory and cause other annoying behavior on your computer.
    - All K12® computers have McAfee Managed VirusScan installed.
      - This virus protection is always on providing automatic virus protection that transparently updates and scans your computer, so you don’t need to worry about doing this yourself.
      - If you haven’t been connected to the Internet for some time and you’re unsure as to whether you are up to date on your virus definition files then you can double-click on the red shield down by your clock and it will update your definition files. You must be connected to the Internet to do this.
      - If you suspect that you are infected with a virus then you can manually scan your hard disk with McAfee Managed VirusScan by right clicking on the red shield and selecting Scan Now.
      - If you do not have McAfee Managed VirusScan installed on your K12® computer then you can go to www.K12.com/downloads to download it. THIS CAN ONLY BE DOWNLOADED TO K12® supplied computers.
If you don’t have a K\textsuperscript{12} computer, but instead are using your own personal computer for school then you must provide your own virus protection. Download updates daily and run a virus scan daily also.

- **Spyware/Adware Removal Tools**
  - Many websites install spyware/adware on your system without your knowledge. There are three free spyware/adware removal tools recommended by K\textsuperscript{12}:
  - Run a spyware/adware removal programs weekly.
  - Sometimes it’s necessary to run more than one program because one program might find spyware/adware that another one might not find.

- **Windows Updates**
  - Microsoft seems to always be issuing new security patches and updates. Make sure you’re up-to-date on Microsoft Windows updates or you may be on the receiving end of some nasty viruses, hacking, or spyware programs, so activating Window’s automatic update feature is advisable (actually, it’s not strictly automatic: XP will ask you to select what you want to download as updates come available). K\textsuperscript{12} computers are configured for automatic Windows updates.
  - Single-click My Computer with the right mouse button, and select Properties. In the Properties window, click the Automatic Updates tab. Select the Automatic option, and use the pull-down menus to choose how often you want to check for updates. Select Every Day and a time that you know you’ll be connected to the Internet. Click Apply to save your new settings, and then OK.

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**Regular Maintenance – Use diagnostic and utility tools on a regular basis**

Diagnostic and utility tools provide an easy way of giving your computer a thorough checkup and some can be used to test your equipment and track down faulty components before they fail completely.
The Windows operating system provides several of these tools. Using them on a regular basis will help keep your disk in an optimized state, which can help prevent problems and alert you to impending hard disk failure. These tasks can be scheduled to run automatically using the Task Scheduler in Windows. These tools are accessed from the Start button > Programs > Accessories > System Tools with the exception of Scan Disk in newer versions of Windows as explained below.

- **Scan Disk**
  - Scan Disk will repair many of the file errors on your hard drive.
  - Errors in the files on your hard drive can reduce performance as can a hard drive that is developing physical errors.
  - Running this thorough scan disk will also check the hard drive for physical errors.
  - Access Scan Disk by clicking on My Computer, right-clicking the drive, selecting Properties > Tools > Check Now ... Check Options and Start
  - Run this utility monthly.

- **Disk Cleanup**
  - Disk Cleanup can easily determine which files on a hard drive may no longer be needed and delete those files.
  - In addition to freeing up potentially significant amounts of hard drive space, using Disk Cleanup on a regular basis can significantly improve system performance.
  - Run this utility weekly.

- **Disk Defragmenter**
  - Disk Defragmenter arranges the files on your hard drive so that they can be accessed more efficiently.
  - This has two advantages.
  - Your system operates more efficiently, and your hard drive will last longer because it will not have to work as hard to access files.
  - Run this utility monthly.

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**Protect Your Children With Windows Content Advisor**

- The Internet provides unprecedented access to a wide variety of information. Some information, however, may not be suitable for every viewer. For example, you might want to prevent your children from seeing Web sites that contain violent or inappropriate content.
- The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December 2000 to address concerns about access in schools and libraries to such sites on the Internet.
- To comply with this law, all computers provided by K12® are configured with Windows XP Content Advisor enabled.
- Content Advisor provides a way to help you control the types of content that your computer can gain access to on the Internet.
- It is in your best interest to keep this enabled.
APPENDIX B: Blackboard Collaborate Tips and Tricks

Setting up Your Computer for Blackboard Collaborate
In order to log into an Blackboard Collaborate classroom, you need to download the free Blackboard Collaborate software. It can take up to 30 minutes so be sure to complete the downloading before the scheduled tutorial. Go to the following link:


Download the necessary software to run this program at least 30 minutes before trying to participate in one of the sessions. Please note that if you are on dial up, Blackboard Collaborate is not going to work properly. This can be done any time prior to the meeting. When logging onto Blackboard Collaborate © please use only your first name, last initial-teacher.

After you have successfully installed the software onto your computer, you may want to watch a brief new user orientation. To see this demo click on this link https://www.Blackboard Collaborate.com/support/ and choose “Online Orientation” and/or “Recorded Introduction” in the new users’ section.

Problems with Wireless Connection and Blackboard Collaborate
When using Blackboard Collaborate and you continue to lose connections, you should attempt the following suggested fixes (attempt them in this order):

1) Be sure you are not too far from your router
2) Be sure there is no problem with your Internet. Check another computer to see if the Internet is still active.
3) While in Blackboard Collaborate, go to TOOLS>PREFERENCES>then choose the lowest connection speed (ie. 28.8). If this works, you can continue to raise the speed until you begin to get kicked off again.
4) Close all applications that are not being used during Blackboard Collaborate. Outlook continues to check for email and uses bandwidth. The fewer applications you have opened, the better the program works.
5) Empty your Java cache. This will also help with most Blackboard Collaborate problems such as the microphone or whiteboard not working properly.
6) Delete old versions and updates to Java and get the new version. Go to START>CONTROL PANEL>ADD/REMOVE PROGRAMS>then delete all Java applications and updates. They can be identified by the little coffee cup. Then go to www.java.com and get the latest version.
7) Hard wire your computer to the Internet. This allows for much more information to be sent to your computer and keeps the signal strength constant. When hardwired to the Internet, you should disable your wireless card.

It is important to note that when using a wireless connection, your signal and bandwidth will fluctuate, even though your wireless connection may say “excellent”. When a wireless
connection says excellent it is ONLY notifying you of the connection to the Wireless Access point (router: i.e. Linksys, Netgear, etc). You can have an excellent connection to your router and still NO Internet connection. This does not constitute a wireless issue.

*Clearing the Java Cache*

Clearing the JAVA cache should help clear up many problems that occur in Blackboard Collaborate, such as Audio problems (choppy audio, echo) and components not fully installed.

1. Click on the **Start menu and select Control Panel** (Settings -> Control Panel)

   ![Select Java]

2. Open “Java”

3. Click the “Settings” button.

   ![Java Settings]
4. Click the “Delete Files” Button.

![Temporarily Settings](image)

5. This will open a “Delete Temporary Files” dialog box. Select “OK” for deleting “Applications and Applets” and “Trace and Log Files.”

![Delete Temporary Files](image)

6. Close the Java Control Panel
## APPENDIX C: Acronyms and Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Adams 12</td>
<td>Adams 12 Five Star School District</td>
</tr>
<tr>
<td>Academy</td>
<td>Colorado Virtual Academy</td>
</tr>
<tr>
<td>ALP</td>
<td>Advanced Learning Plan (Gifted and Talented Program)</td>
</tr>
<tr>
<td>BOD</td>
<td>Board of Directors</td>
</tr>
<tr>
<td>CBLA</td>
<td>Colorado Basic Literacy Act</td>
</tr>
<tr>
<td>CC</td>
<td>Carbon Copy</td>
</tr>
<tr>
<td>CIPE</td>
<td>Children’s Internet Protection Act of 2000</td>
</tr>
<tr>
<td>COVA</td>
<td>Colorado Virtual Academy</td>
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<tr>
<td>TCAP</td>
<td>Transitional Colorado Assessment Program</td>
</tr>
<tr>
<td>DIBELS</td>
<td>Dynamic Indicators of Basic Early Literacy Skills</td>
</tr>
<tr>
<td>Blackboard Collaborate Live</td>
<td>Web-based tool that allows students, learning coaches, and teachers to interact in a live and interactive environment.</td>
</tr>
<tr>
<td>FAP</td>
<td>Family Accountability Plan</td>
</tr>
<tr>
<td>FAPE</td>
<td>Free, Appropriate Public Education</td>
</tr>
<tr>
<td>GATE</td>
<td>Gifted and Talented Education</td>
</tr>
<tr>
<td>IEP</td>
<td>Individual Educational Plan (Special Education Program)</td>
</tr>
<tr>
<td>ILP</td>
<td>Individual Learning Plan</td>
</tr>
<tr>
<td>ISP</td>
<td>Internet Service Provider</td>
</tr>
<tr>
<td>K12®</td>
<td>COVA’s curriculum provider</td>
</tr>
<tr>
<td>LC</td>
<td>Learning Coach</td>
</tr>
<tr>
<td>NCLB</td>
<td>No Child Left Behind</td>
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<tr>
<td>OLS</td>
<td>K12® Online School</td>
</tr>
<tr>
<td>RtI</td>
<td>Response to Intervention</td>
</tr>
<tr>
<td>SAC</td>
<td>School Advisory Council</td>
</tr>
<tr>
<td>SAR</td>
<td>School Accountability Report</td>
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<tr>
<td>SPED</td>
<td>Special Education</td>
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<tr>
<td>xCEL</td>
<td>COVA Educational Labs</td>
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Notice: COVA will send student records to schools requesting such information.