



2022-23 Handbook

Welcome To Omaha Virtual School

Omaha Virtual School is a unique learning opportunity provided by Omaha Public Schools. The 2022-23 school year will be our 7th year as a program. In the last six years, we've grown and learned alongside our learners and learning coaches. We look forward to doing so in year seven, to make this our best year, ever!

We are all learners at OVS! We strongly encourage families to engage with our community and learn with and from one another. Our goal is to learn and grow together as a community, because we are all in this together!

We welcome your input and thank you for your support as we strive to provide the best possible personalized learning experience for your family. Here at OVS, we are driven by our vision to develop learners who are future ready, today. We look forward to partnering with you in order to do so! #futurereadytoday

Sincerely,
Dr. Wendy Loewenstein & Omaha Virtual School Staff

Who We Are

Mission Statement

OVS is committed to providing high levels of learning for all learners in our flexible, personalized learning environment by empowering them to take ownership of their learning experience.

Vision Statement

Future ready, today.

Core Values

In an effort to create a consistent learning environment at Omaha Virtual School, learners are taught a set of core values and practice a set of basic school wide expectations for behavior.

Growth Mindset

Focus on continual learning for all community members (learning coaches, learners, learning facilitators, leaders) where risk-taking is encouraged and failure is seen as an opportunity to learn.

Positivity

Engage in a **positive** and **accepting** manner where all community members can learn.

Collaboration

Work together to find creative solutions to ensure all learners can be successful.

Integrity

Embody honesty, consistency, trustworthiness, and adherence to high level moral principles.

Accountability

Take responsibility for the content and process of decisions made, actions taken, and the resulting outcomes.

Self-Advocacy

Articulate one's needs and make informed decisions about the supports necessary to meet those needs

Program-wide contacts

Main office

virtualschool@ops.org

Phone: 531-299-0269

Fax: 531-299-0368

K12 User Support (K-5th grade)

866- 512- 2273

Resources: k12.com/support

Director

Dr. Wendy Loewenstein

Email: wendy.loewenstein@ops.org

Phone: 531-299-9618

Instructional Facilitator

Mrs. Sarah Nommensen

Email: sarah.nommensen@ops.org

Phone: 531-299-9453

Specialists

Mrs. Shannon Barry

K-12th grade art

Email: shannon.barry@ops.org

Phone: 531-299-8294

School Counselor

Mr. Michael Emmer

Email: michael.emmer@ops.org

Phone: 531-299-9391

School Support Liaison

Mr. Laura Elworth

Email: laura.elworth@ops.org

Phone: 531-299-9031

Tech Support

Email: ovs-techhelp@ops.org

Elementary Team (K-5th grade)

Ms. Megan Rogers

Elementary Learning Interventionist

Email: megan.rogers@ops.org

Phone: 531-299-9367

Mrs. Kathy Neville

Kindergarten-1st grade

Email: katherine.neville@ops.org

Phone:

Mrs. Jennifer Harmon

2nd-3rd grade

Email: jennifer.harmon@ops.org

Phone: 531-299-5885

Mr. Mark Dowling

4th-5th grade

Email: mark.dowling@ops.org

Phone: 531-299-9548

Middle school Team (6th-8th grade)

Mrs. Molly Felten

6th-8th grade Science

Email: molly.felten@ops.org

Phone: 531-299-9325

Ms. Jill Robison

6-8th grade Language Arts

Email: jill.robison@ops.org

Phone: 531-299-6965

Mr. Philip Medeiros

6th-8th grade Math

Email: philip.medeiros@ops.org

Phone: 531-299-8071

Mr. Michael MacConnell

6th-8th grade Social Studies

Email: michael.macconnell@ops.org

Phone: 531-299-7316

High School Team (9th-12th grade)

Mr. Derrick Brannan

High School Economics/Personal Finance
& MS/HS Computer Science

Email: derrick.brannan@ops.org

Phone: 531-299-9457

Mrs. Kate Cyr

High School Social Studies

Email: kathryn.cyr@ops.org

Phone: 531-299-8117

Ms. Jessica VonRentzell

High School Science

Email: jessica.vonrentzell@ops.org

Phone: 531-299-9615

Ms. Jodi Taylor

High School English

Email: jodi.taylor@ops.org

Phone: 531-299-7848

Dr. Kyle Francis-Thomas

High School math

Email: kyle.francisthomas@ops.org

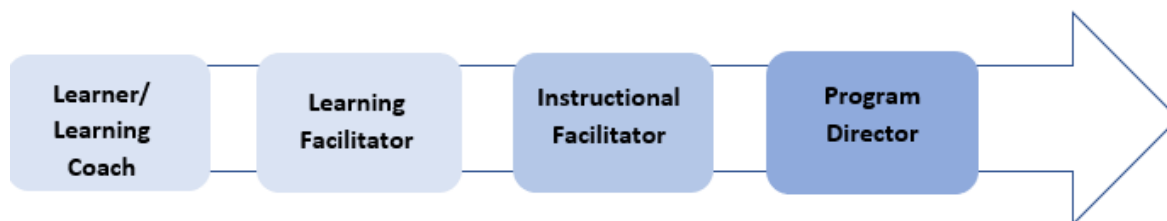
Phone: 531-299-3789

Communication Guide

Consistent and cooperative communication provides a vital link between OVS learning facilitators (teachers), Learning Coaches (parents), and Learners (students). Our main method of communication is through email.

It is VITAL that Learning coaches regularly check their emails and respond to school communication in a timely manner, to support learners.

Line of Communication:



Who do you contact, when?

Refer to the below chart to guide you in who your supports are for various topics. Contact information is on the previous page. In general, your learner's learning facilitator (teacher) is your first line of contact and can support you and your learner.

Contact	K-5th grade K12 if:	OPS Tech Support if:	Learning Facilitator (teacher) if:	Instructional Facilitator if:	OVS Secretary if:	OVS director if:	OVS Counselor if:	School Support Liaison if:
When	<ul style="list-style-type: none"> Forgot K12 username & password for learner or learning coach Questions about K12 materials K12 content or functionality issues such as wrong answer. Use K12 Feedback button (then notify learning facilitator) 	<ul style="list-style-type: none"> Laptop is not functioning Damage of device has occurred Microsoft office product concerns (Word, Ppt., etc.) Internet blocking web sites or NOT blocking web sites 	<ul style="list-style-type: none"> Learner absence to learning center session or online lesson Lesson or content questions K12 Content/curriculum navigation (broken link, can't find resource, etc.) Re-taking assessments Pacing guide questions 	<ul style="list-style-type: none"> LC training - (teaching strategies at home) Setting up a schedule at home How to read and use MAP data to inform instruction at home How to log attendance and/or put systems/organization at home Academic probation questions 	<ul style="list-style-type: none"> Learner absence to learning center session Change in drop-off or pick-up arrangements Not receiving newsletters or program communication Change in address, contact information for learning coach/family 	<ul style="list-style-type: none"> Concern with program procedures or practices Provide input on program procedures or practices Concerns with staff Potential community partnerships or engagement opportunities 	<ul style="list-style-type: none"> Concern with learner behavior or emotional health Engagement or behavior strategies at home Attendance barriers High school graduation requirements, course schedule, registration, and planning 	<ul style="list-style-type: none"> Barriers to learning exist Access to city/district resources Attendance Concerns Transferring schools

OVS Important Dates

OVS 22-23 School Year Important Dates

Aug. 17	First Day of School-Student access to online courses
Sept. 5	No School-Labor day
Sept. 6-8	MAP testing (Reading): Grades K-2 & 9 NSCAS testing (ELA): Grades 3-8 <ul style="list-style-type: none"> During class time
Sept. 13-15	MAP testing (Math): Grades K-2 & 9 NSCAS testing (Math): Grades 3-8 <ul style="list-style-type: none"> During class time
Sept. 16	No School-Teacher professional development
Sept. 23	No School- Teacher planning day
Oct. 3 – 7	Interession (No new coursework)
Oct. 7	Last day for Quarter 1 work for completed units (HARD DEADLINE)
Oct. 12-13	Parent Teacher Conferences
Oct. 13	No School
Oct. 14	No School
Oct. 18-20	MAP testing (Science) Grades 3-9 <ul style="list-style-type: none"> During class time
Oct. 25	Pre-ACT Testing (Grade 10 only)
Oct. 31	No School- Teacher professional development
Nov. 1	No School -Teacher planning day
Nov 21-25	No School-Thanksgiving Recess
Dec. 12 – 16	Interession (No new coursework)
Dec. 16	Learner last day to turn in work (HARD DEADLINE) (Last day of 2 nd Quarter)
Dec. 19 – Jan 3	No School for students-Winter Recess
January 4	Semester 2/Quarter 3 begins-Student access to online courses
TBD	Winter NSCAS/MAP Testing
January 16	No School-MLK Day
Feb 3	No School
Feb 20th	No School-President's Day
March 6-10	Interession (No new coursework)
March 8-9	Parent Teacher Conferences
March 9	No school
March 10	No school
March 10	Last day for Quarter 3 work for completed units (HARD DEADLINE)
Mar 13 - 17	No School-Spring Break
April 4	NSCAS-ACT Testing (11th grade only)
April 14	No School
April 17	No School
TBD	Spring NSCAS/ MAP testing
May 10	Seniors last day to turn in work by 3pm
May 22-25	Interession (No new coursework)
May 25	Learner last day to turn in work (HARD DEADLINE) (Last day of 2 nd Quarter)
May 26	No School for students-End of Quarter 4

Suggested School Supplies

See the suggested school supply list below. If you need any materials provided for your learner(s) please let your teacher know.

K-1

2-pocket folder for home to school communication

For student use in classroom:

1-Pencil Box (for classroom use)

1-Box of 24 Crayons

1-Gluestick

12-Pencils

1-pair of scissors

2nd-3rd

1-plastic, 2-pocket folder for home to school communication

1-package of cardstock, color or white (community use)

For individual student use in classroom:

1-Box of 24 Crayons OR colored pencils

1-Gluestick

12-Pencils

1-pair of scissors

1-Pencil box/bag to hold above items

1-1.5" 3 ring binder with pockets and a clear view spot on cover

Recommended for at home use:

Ruler

Notebooks

Dry erase board, marker, eraser

4th/5th

1-plastic, 2-pocket folder for home to school communication

1-package of cardstock, color or white (community use)

1- Wide Ruled Notebook (for classroom use)

Recommended for at home use:

Ruler

Notebooks

Dry erase board, marker, eraser

6th-8th grade: Middle school

****The below supplies are for individual learners to bring to class weekly, for in-class work.**

Science

1-Tri-fold board for science fair (bring at beginning of year)

1- 2-pocket folder with three prongs

1-composition notebook to keep in classroom

1- spiral or composition notebook (for at home)

Math & Social Studies

1-Spiral notebook

Pencils

English

1-folder

1-Notebook

Pencil Box/Pouch to put the below items in:

- Pens or Pencils
- Post It Notes (various sizes)
- 2-highlighters different colors

High School

Headphones for laptop

Notebook (wide or college ruled) for each course

2-pocket folder for each course

Scientific calculator (TI-83 Plus) for Geometry, Algebra 3-4 and Pre-Calculus students (available for check-out)

In-Person Sessions

Learners are assigned to attend an in-person session at the beginning of the school year and they will attend the same in-person session per week. Below are the in person session offerings for each grade level.

K-5th grade In-Person Sessions

Tuesdays Noon-3pm

Wednesdays 9-Noon

Thursdays Noon-3pm

6th-8th grade In-Person Sessions

Wednesdays 7:40am-3:05pm

OR

Thursdays 7:40am-3:05pm

High School In-Person Sessions

12th graders

Mondays 8:45-11:20am in-person (optional)

11th graders

Mondays 7:40 AM-11:20AM

10th graders

Tuesdays 11:40 AM-3:05 PM

9th graders

Wednesdays 7:40 AM-3:05 PM

OR

Thursdays 7:40 AM-3:05 PM

K-5 Arrival and Dismissal Procedures

Please follow the below procedures for the arrival and dismissal of learners for the face-to-face their day on site at the learning center.

Drop off

An OVS staff member will be present at the drop-off point to guide learners safely to the classroom. If you arrive after the start of a session and no staff member is present, you must walk your learner inside and up to the 4th floor secretary desk. Parents can park in designated areas in the second row. See traffic flow below. See traffic flow below.

Arrival

Learners may begin arriving **no earlier** than **15 minutes prior to the start of their session** (8:45am/11:45pm). When learners arrive they will stay with their grade-level groups in the area outside the main entrance with a staff member. At the start time of the session, learners will walk up with staff to classrooms.

Tardies

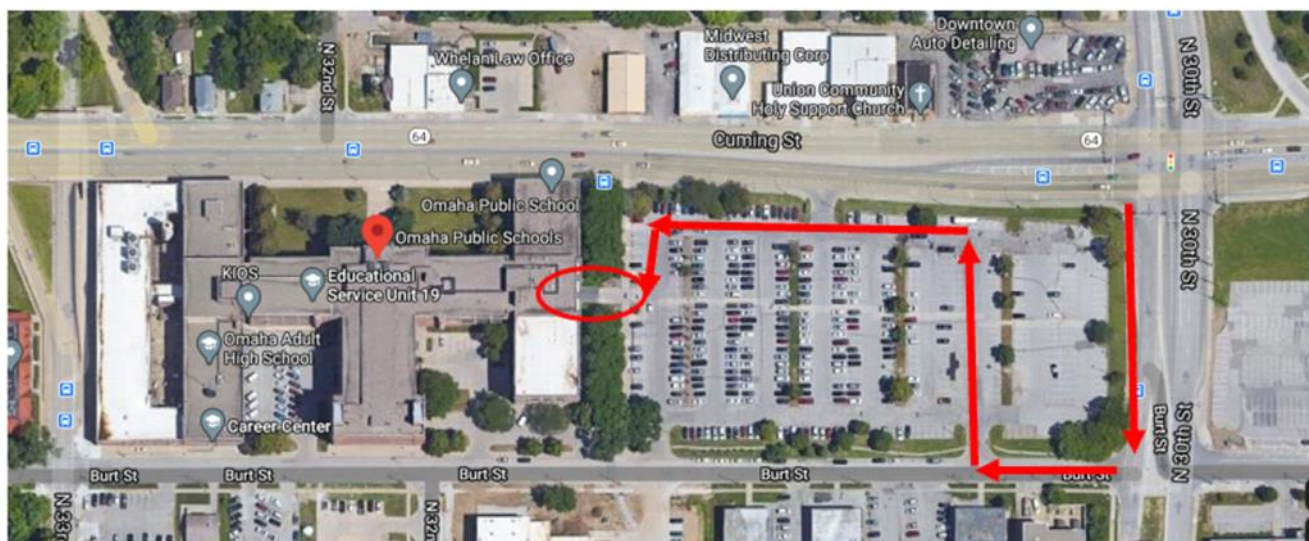
Learners who arrive after the start time for classes (after 9am or 12:00pm) will receive a tardy. Teachers on door duty will leave for their classrooms promptly at 9am and 12:00pm. For student safety, if you arrive after the start of a session and no staff member is present, you must sign-in with security and walk your learner inside and up to the 4th floor secretary desk.

Dismissal

Learners will be promptly dismissed at the end of their session by grade level and will be walked down to the TAC entrance for pickup. If a parent/guardian has not shown up within 10 minutes of dismissal, staff will call parent/guardian. See traffic flow image below.

Traffic flow for drop-off/pick-up:

(The passenger side of the car should be facing the curb for easy student entry into the vehicle)



MS/HS Arrival and Dismissal-rooms for middle school

Please follow the below procedures for the arrival and dismissal of learners for the face-to-face enrichment sessions.

Drop off

An OVS staff member will be present at the drop-off and pick-up site 15 minutes prior to the start of each session to guide learners safely into the building. The drop-off is located by heading west on Burt Street towards N. 33rd St. Please have your learner exit the vehicle on the passenger side. (See diagram below.)

Arrival

Learners may begin arriving no earlier than 15 minutes prior to their face-to-face session.

Tardies

Learners who arrive after the start time for their session will receive a tardy. Teachers on door duty will leave for their classrooms promptly at the beginning of the session. **If your learner arrives late, they will need to enter the Burt Street, Career Center doors. These doors require students to buzz in, they will sign-in at the security desk and go to the 3rd floor for class.**

Dismissal

Learners will be promptly dismissed at the end of their session. Parents will pick-up students at the pick-up site. **PLEASE DO NOT park and wait for long periods of time at this site as it is a school bus zone.** If you are early, please park in a designated parking lot until it is drop-off or pick-up time.

If a parent/guardian has not shown up within 10 minutes of dismissal, the learner will be brought inside and staff will call parent/guardian.

Traffic flow for drop-off/pick-up:



Learning Coach Expectations

Omaha Virtual School is a unique learning environment where the Learning Coach facilitates a majority of the learner's daily learning activities. Learning Coaches are expected to oversee and help to facilitate the instructional support for their learner(s). This requires a significant commitment from parents or another designated adult. Learners should never be left home alone and require a committed Learning Coach to support them with their school work throughout the day.

Top Ways To Be A Successful Learning Coach

1. Log Online Attendance and Lessons daily rather than backlogging
2. Know what your learner is learning about in each subject, and relate to it by logging into your OLS account to view your student's schedule and content
3. Establish a daily routine and schedule!
4. Be a Learner!!! -Utilize the school's resources by attending workshops during your learner's Learning Center session and during Class Connect sessions.
5. Prepare for lessons and have materials organized.
6. Encourage learner participation in a variety of activities-STEAMFest, Science Fair, Family Game Night, clubs, etc.
7. Network with other Learning Coaches during school and Synergy socials.
8. Know your Learner's Class Connect schedule and give reminders. If they have to miss, communicate with teacher and watch recording.
9. Communicate with your learner's teachers early and often! Utilize email, phone, or class connect!
10. Set weekly goals with your learner and reflect on progress, growth and areas to improve on to keep learning at the center.
11. Don't be afraid to ask questions! We can't assist in your journey if we don't know your struggles!
12. Set up an effective learning space or environment for your learner to work.
13. Check email REGULARLY! School communication is sent through email by the Learning Facilitators and other school staff.

Learning Coach Expectations per Grade Level

	Elementary	Middle School	High School
Lessons and Assignments	<ul style="list-style-type: none"> • Assist with & teach lessons • Monitor comprehension and learning 	<ul style="list-style-type: none"> • Assist with some lessons; varies based on student's independence • Check K12 to Verify assignment submission & check grades to ensure student is on track w pacing guide • Monitor comprehension 	<ul style="list-style-type: none"> • Assist with some lessons; varies based on learner's independence • Check K12 to verify assignment completion & grades to ensure learner is on track with pacing guide
Daily	<ul style="list-style-type: none"> • Create a daily/weekly learning schedule • Check upcoming lessons and required materials • Log attendance in K12 	<ul style="list-style-type: none"> • Set and monitor daily learning schedule (daily check-ins) • Encourage independent learning and self-advocacy • Log attendance 	<ul style="list-style-type: none"> • Support learner independence and self-advocacy • Log attendance
Communication	<ul style="list-style-type: none"> • Communicate with LF • Turn in learning artifacts • Attend learning conferences 	<ul style="list-style-type: none"> • Communicate with LF if learner is struggling, not working, etc. • Attend learning conferences 	<ul style="list-style-type: none"> • Communicate with LF if concerns arise • Attend learning conferences

WHAT DOES A LEARNING COACH DO?



Provide academic support, guidance, and motivation throughout the school year.



Create and implement a daily school schedule.



Establish a distraction-free learning space at home.



Communicate regularly with teachers regarding student learning.



Commit to dedicating uninterrupted time each day to work one-on-one with your student. This could be up to 6 hours daily for K-5 students and up to 3 hours daily for 6-12th grade students.

OVS Learner Contract

At OVS, we are all learners!! Our program is fun and rewarding for everyone, so long as we are all doing our part. What is *your* part? Our learner contract defines each of our roles and expectations. All learners at OVS will read, initial, and sign this contract. This is one way that, as a school community, we can hold each other accountable throughout the school year. Failure to abide by this contract may result in a learner's mandatory reassignment to his/her neighborhood school.



2022-23 LEARNING COACH CONTRACT

I agree to the following as a demonstration of my commitment to the success of my learner at OVS. I understand that my learner's failure to comply with the terms of this Learner Performance Agreement, including OVS's engagement policies, may result in him/her being withdrawn from OVS. The following statements were submitted on a Form as your acceptance of our offer of enrollment.

This agreement was signed by all parents during the enrollment process.

- I will create a distraction-free learning environment at home for my learner.
- I will create a learning schedule with/for my learner to follow at home.
- I will monitor my learner's progress by logging into K12 (K-5) or Canvas (MS/HS) regularly and following the pacing guides.
- I understand that my learner must participate in lessons and activities on K12 (K-5) or Canvas (MS/HS) five days a week, and complete lessons per the pacing guide.
- If my learner or myself are struggling in the online environment, I will advocate by engaging with my learning facilitator.
- I will maintain consistent internet connection and/or make arrangements for my learner to complete their schoolwork at another location. I will notify the learning facilitator if there is disruption of internet service so they are aware of the absence.
- I understand my learner will be required to attend their designated in-person session once per week, (exception 12th grade) and required live online lessons (K-5) scheduled throughout the week. Attendance will be reported for all required sessions.
- I understand that I will be required to arrange transportation for the following:
 - Weekly in-person session
 - State and school required assessments (MAP, NSCAS, Pre-ACT, ACT)
- I will contact the learner's teacher with the reason for the student's absence if they are unable to be present for an in-person or online lesson.
- I will communicate by checking and responding to emails, phone messages and other communications from OVS learning facilitators and staff within 24-48 hours.
- I understand that my learner's education is a partnership between myself, my learner, and their learning facilitator. Participation of all three parties is vital to the learner's academic success and progress throughout the year.

Learning Coach Name:

Date:

facilitator. Participation of all three parties is vital to the learner's academic success and progress throughout the year.

Learning Coach Name: _____ Date: _____

Learner's name: _____



2022-23 LEARNER CONTRACT

Core Values: Growth Mindset, Positivity, Collaboration, Integrity, Accountability, Self-Advocacy

As an OVS learner, there are demands and rigors of online learning which require a high level of learner commitment and course engagement on a regular basis (five days a week, through the entire school year). As a result, OVS asks each learner to agree to the following statements. Your answers will be gathered as a Form during orientation.

1. I will show a desire to learn and **grow** when I am engaged in schoolwork with my teacher, learning coach, and classmates.
2. I will **attend AND be on time** to school, once a week, and to my online lessons and/or support sessions.
3. I will identify/create a **learning space** at home where I can be successful.
4. I will **create and follow a schedule** with my learning coach. I will modify this schedule if/when it is not working.
5. I will **log on to courses** five days a week to complete and submit the required readings, assignments and assessments in accordance to the pacing guide.
6. I understand if I do not **engage** regularly in learning, I will be required to attend online support.
7. ***NEW*** Learners on back on track plans must attend mandatory CARL sessions, in person, 5 days per week until caught up. If I continue to not engage in learning, I will be re-assigned to my previous school.
8. I will respond to teacher communication online and **communicate** with my teacher(s) and/or learning coach(es) if I need support.
9. I will complete my course work with **integrity** (honesty) and submit work that demonstrates *MY* best work.
10. I will complete the required school assessments to the **best of my ability**, which may include the following:
 - a. Fall, Winter, and Spring MAP Testing, K-10th grade
 - b. Pre-ACT, 10th grade
 - c. NSCAS State Testing, 3rd-8th grade
 - d. ACT, 11th grade

Student name: _____ Grade: _____

Date: _____



2022-23 STAFF CONTRACT

Core Values: Growth Mindset, Positivity, Collaboration, Integrity, Accountability, Self-Advocacy

We are committed to offering a high quality, standards-based curriculum, exceptional teachers, and various levels of support to assist learners. At OVS, learners and learning coaches experience demands and rigors of a blended, online environment, which requires a high level of commitment. As a result, we require each learner, learning coach, and OVS staff member to acknowledge and commit to the below expectations in our learning compact.

Learning Facilitator/School Agreement

Learners and learning coaches can expect the following from Omaha Virtual School and school staff:

- **Curriculum** that is aligned to State standards and includes opportunities to assess learner's learning at all four levels of knowledge.
- **Instruction** by highly qualified teachers (learning facilitators) that assists learners in meeting academic success to their full capacity including:
 - Live Online support
 - Continuous support with course assignments and assessment preparation based on learner needs
 - Supplemental resources that align to course content and/or areas of remediation
 - Opportunities to practice grade level skills in a supportive, successful environment
- **Clear learning goals/expectations** through the pacing guide and communication with learner and learning coach.
- Structured **communication** methods to ensure learners and learning coaches have access to important information.
- A partnership to **collaborate** with each learner, learning coach to meet learners' needs.
- Opportunities for learning coaches to **grow** through training and provide feedback on the OVS program.
- Timely **feedback** on student work within 24-48 hours (this may vary depending on the complexity of assignment).
- Reasonable **access** to staff- Teachers, principals, and all staff shall reply to phone or email messages within 24 hours-48 hours.
- A system of **accountability** for attendance and learner engagement.

K-8 Enrollment Options

Due to the nature of our program, there are part-time and full-time options for enrollment (see below chart).

K-8 ENROLLMENT OPTIONS

	Full-Time Enrollment 7 courses	Part-Time Enrollment 3 course minimum
Omaha Public School Resident	<ul style="list-style-type: none"> • Can participate in athletics/activities at neighborhood school** • Cannot take courses at OPS neighborhood school because full-time with OVS 	<ul style="list-style-type: none"> • Must obtain acknowledgement of exempt home school status from Nebraska Dept. of Education • Dual enrolled with homeschool • English course at OVS Required • Can take courses a OPS neighborhood school if the course is not offered at OVS* • Can participate in athletics/activities at OPS neighborhood school**
Non-Omaha Public School Resident	<ul style="list-style-type: none"> • Can participate in athletics/activities at OVS school of assignment** • Cannot take courses at OVS school of assignment because full-time with OVS 	<ul style="list-style-type: none"> • Not eligible for exempt homeschool status, since Nebraska option enrollment is not allowed for part-time enrollment in a district • English course at OVS Required • Can take courses a OVS school of assignment if the course is not offered at OVS* • Can participate in athletics/activities at OVS school of assignment **

*PART-TIME OPS RESIDENT STUDENTS PARENT RESPONSIBILITIES-ACADEMICS

If part-time homeschool/OVS, OPS resident students want to take a course(s) at their neighborhood school, parents are responsible for:

- **Communicating course arrangements, credits, and student schedule to OVS staff and/or counselor.**
- Transporting students to and from classes at the neighborhood school/school of assignment.
- Ensuring these classes do not interfere with OVS class time.
- Keeping track of the neighborhood school's schedule and student attendance at classes.
- Enrolling students in these courses with the resident school.

** PARENT RESPONSIBILITIES-ATHLETICS/ACTIVITIES

If an OVS learner wants to participate in athletics/activities, parents are responsible for:

- Purchasing an activity card/completing the waiver for an activity card at the neighborhood school/school of assignment.
- Ensuring student successfully completes a physical examination by a physician (required to participate in athletics).
- Completing and signing all portions of the OPS sports physical forms and middle school contract.

High School Enrollment Options

Omaha Virtual High School has full-time and part-time enrollment options. At the beginning of each school year, students will identify their enrollment status and must **maintain enrollment status throughout the year**. Only full-time students can earn a diploma from Omaha Public Schools. A student cannot shift their enrollment status after their junior year to full-time as graduation requirements may not be able to be met.

- Full-time enrollment
 - requires students to take a minimum of 7 classes/semester
 - for students who live inside OPS district
 - outside OPS district (requires Nebraska Option paperwork).
- Part-time enrollment (two scenarios):
 - with homeschool— **Not on diploma earning pathway**
 - requires students to take a minimum of 4 courses. English is a required course.
 - only available for students living within the Omaha Public School district.
 - Requires exempt homeschool status from the state.
 - with OPS school— **Diploma earning pathway**
 - requires students to take a minimum of 4 courses at OVS. English is a required course.
 - only available for students living within the Omaha Public School district.
 - in an OPS school could be in the neighborhood school or at Omaha North (see chart below).

Please note: Students who chose to switch to part-time status after being full-time at OVS, may not be eligible to return to full-time status if they are not credit sufficient.

Refer to the chart for a visual of enrollment options at OVS.

PART-TIME ENROLLMENT PARENT RESPONSIBILITIES-ACADEMICS

Changing enrollment status is only allowed at beginning of school year. If a student is enrolling as part-time status, with homeschool or OPS school, parents are responsible for:

- Communicating part-time enrollment status with OVS in writing/email.
- Enrolling student in the course through the appropriate processes.
- **Meet with OVS school counselor to develop a course plan to ensure awareness of part-time implications of credits and diploma.**
- Communicating student schedule and enrollment plan to OVS counselor.
- Maintaining their students' records/transcripts from other institutions
- Transporting students to and from classes and activities
- Ensuring classes do not interfere with OVS class time.
- Keeping track of the neighborhood school's schedule and student attendance at classes.
- Enrolling students in these courses with the resident school counselor or program.

If the student is taking additional courses at another institution, it is the parent/guardian's responsibility to make sure credits can transfer to OPS graduation requirements, if that is the intention of the student. The parent/guardian must provide six weeks-notice, prior to the start of the class for credit/institution approval from OPS. This process is started by emailing the program director with the name of the course and the credit-offering institution.

PART-TIME ENROLLMENT PARENT RESPONSIBILITIES- ACTIVITIES/ATHLETICS

If an OVS learner wants to participate in athletics/activities, parents are responsible for:

- Purchasing an activity card/completing the waiver for an activity card at the neighborhood school/school of assignment/Omaha North
- Ensuring student successfully completes a physical examination by a physician (required to participate in athletics)
- Completing and signing all portions of the OPS sports physical forms.
- Ensuring student is eligible with respect to NSAA guidelines and OPS academic eligibility policy.

HIGH SCHOOL ACADEMICS, ACTIVITIES, AND ATHLETICS OPTIONS

Full-Time Enrollment	Part-Time OVS
----------------------	---------------

<p>7 courses</p> <p>DIPLOMA EARNING PATHWAY</p>	<p>Part-Time Homeschool</p> <p>4 course OVS Minimum</p> <p>NON-DIPLOMA EARNING PATHWAY</p>
<ul style="list-style-type: none"> • Can take courses at neighborhood school if not offered by OVS • Can participate in clubs and NSAA sanctioned sports/activities at neighborhood school. • Must meet NSAA and OPS academic eligibility guidelines. 	<ul style="list-style-type: none"> • Must obtain Exempt Home school status from Nebraska Dept. of Education • English at OVS Required • Can participate in clubs at OPS neighborhood school • Can participate in NSAA sanctioned sports if student meets academic eligibility guidelines, including a minimum of 4 classes per semester that count towards OPS graduation. • must meet NSAA and OPS academic eligibility guidelines. • If taking supplemental courses from an outside OPS provider, transfer of credits is possible if the institution is accredited and credits are approved by OPS prior to enrollment • Must meet NSAA and OPS academic eligibility guidelines.

Behavior supports

Omaha Virtual School has implemented a positive behavior system with the support of Omaha Public Schools. This multi-tiered system of support for behavior (MTSS-B) clearly states and teaches behavioral expectations while learners are engaged in learning at the center, on campus, and online.

The school-wide behavior expectations are:

Be Safe

Be Respectful

Be Engaged

Be Accountable

If school-wide expectations are not followed, learners will receive a warning from the learning facilitator. If the behavior persists, the learner will be asked to move to the Mindful Zone, this would occur in a breakout room in the online environment. The Mindful Zone is a space in each classroom at OVS that will have calming posters, breathing exercises, and a think sheet for learners to complete to reflect on their behavior.

The Mindful Zone's purpose is to help learners re-focus, calm down, and reflect on their behavior in order to return to learning in a timely manner. A copy of the Think Sheet will be emailed to the learning coach to inform him/her of the student's reflection and to inform discussions at home.

If a learner is not able to successfully return to learning after participation in the Mindful Zone, the program director or Instructional Facilitator will support the learner and learning facilitator, a call to the learning coach may occur, and/or removal from the classroom.

If a learner's behaviors continually occur during time at the learning center or online, a meeting may be called to develop a plan to support the learner.

Parent building access

Omaha Virtual School has two entrances.

1. K-5th grade: Teacher and Administration Center Main entrance
2. Middle and High School: Career Center Entrance on Burt Street

Upon entry at either entrance, a Learning Coach/Parent/Guardian needs to sign-in using the iPads at the entry of the building, and wear a visitor sticker.

Classroom Visits

If an individual would like to visit a classroom during class sessions, there are procedures in place to not disrupt the learning environment and to ensure the safety of all learners.

1. Classroom visit request is communicated to director.
2. A meeting will be held before and after visit to ensure a clear objective of the visit and that the objective is met.
3. The visit will be scheduled.

During the visit, the visitor must be accompanied by the director or OVS leadership team member. Classroom learning will continue as normal, with the visitor placed in a manner that is not obtrusive to the learning environment.

Emergency Procedures

Severe Weather Drill

In the event of severe weather, staff will implement emergency procedures.

Type of Warning	Meaning	Staff Response to Notice
Tornado Watch Announcement	The conditions are favorable for the development of a tornado.	All staff monitor unit weather radio and radar.
Tornado Warning with Sirens	A tornado has been sighted	Take Cover. Hold until the warning is over.

1. OVS Staff will escort learners to the designated areas.
2. Learners and staff will assume a seated position on the floor, with the head down and hands locked over their head during the disaster period.
3. Learners and staff will remain in the sheltered location until notified that the warning has been lifted, or thirty minutes have lapsed without sounding of the sirens indicating a continued danger.

Learners will practice tornado drills regularly, throughout the school year.

Fire Drill

In the event of a fire or fire alarm, the appropriate agencies are automatically notified and evacuation procedures are followed.

Each classroom has evacuation procedures that are dependent on the location of the classroom. Staff will lead out learners to the designated locations until the building is clear to return.

Learners and staff will practice evacuation drills regularly, throughout the school year.

Standard Response Protocol

In order to prepare our learners for the instance of an active intruder, Omaha Virtual School will practice lock down drills with our learners and learning coaches. All of Omaha Public Schools uses the Standard Response Protocol (SRP) to guide these drills and processes. Refer to this website for more information: <https://iloveguys.org/>

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazard
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

© Copyright 2009-2020. All Rights Reserved. The "I Love U Guard" Foundation, Denver, CO. The Standard Response Protocol and Logo are Trademarks of The "I Love U Guard" Foundation and may be registered in certain jurisdictions. This material may be duplicated for distribution per "SRP Terms of Use" SRP T-0020, 2021 Phase 3.0. V 4.0 (Revised: 07/14/2020) | <http://www.iguard.org>



Evacuation Procedures

We hope at Omaha Virtual School that we never have to relocate students from the building due to either a manmade or natural emergency situation. However, due to a variety of situations that might occur in a school building, it is possible that this may become necessary. In our planning for a variety of school emergency situations, we have tried to anticipate every possible type of event that can occur at school.

Should we have a need to evacuate the school and move students to another temporary location, we want you to know in advance that we will relocate to Duchesne Academy located at 3601 Burt St, Omaha, NE 68131, [\(402\) 558-3800](tel:4025583800). The location of the site will be announced by the media as well as via the OPS Parent Notification System.

If we have to move students to another location, please understand that it will be very hectic. Consequently, we would ask that you not call or come to the school building. Instead, please go to the alternate site(s) to pick up your child. You should also be aware that to ensure the utmost safety of all involved, we will require you to show your picture ID and sign your child out in much the same way that you do during a regular school day. This will allow us to account for the whereabouts of all students, and it will be crucial that this be done as accurately and systematically as is possible.

Your patience will be greatly appreciated in the event that this ever becomes necessary.

Student Health & Medication Policy

There is no school nurse on site for Omaha Virtual School, however the health services department for the district is located at TAC to support our program.

OVS has a First Aid medical kit with numerous supplies to handle emergency situations. In the case of emergency, staff will call 911 immediately, and respond to the medical emergency until assistance arrives.

Medication Distribution

Learners may not take medication during instructional time at OVS. This includes Tylenol and cough drops. Any prescription or over the counter medication can be provided to a learner if Medication permission is signed by the medical provider and the parent. This will include medication distribution for a condition such as Asthma, Anaphylaxis, Seizures or Diabetes. Any medication must be current, in the original container or prescription bottle, and accompanied by authorization from the parent and medical provider. Omaha Virtual School staff will not distribute medication of any kind during the time at the learning center, unless permitted by an action plan authorized by the learner's physician.

No prescription medications will be held at the learning center for learners to take on site. All prescription medicine (i.e. inhaler or epi pen) can be brought to the learning center by the student and handed to the teacher to hold onto at the start of the session. At the end of the session, it will be returned to the learner to place in their backpack. All use of such medicine will be used in accordance with the learner's pre-determined Allergy/Asthma Action Plan or 504 Plan. If they have an inhaler or EpiPen, this must be authorized (signed) by the medical provider and the parent /guardian on the action plan. An Action plan will need to be completed and signed by the learner's physician and returned to the school for the following conditions: Asthma, Anaphylaxis, Seizures , and/or diabetes.

Attendance Guidelines

Attendance has two components:

- **Safety**
OVS is accountable for the safety and whereabouts of our learners during school hours according to the Omaha Public School's Board of Education approved district calendar.
- **Learning.**
OVS is accountable for the overall learning and success throughout the course of the school calendar.

Attendance is taken for all required learning sessions.

This includes:

- In-person learning at the learning center
- Online, synchronous class sessions (K-5th grade)
- Online Support Sessions (when required by teacher or program support systems)

If a learner is absent for any required sessions, the parent must email the learning facilitator(s) and the school secretary prior to, or by 8:30am on the day of the absence. The reason for the absence must be included.

In-Person Learning

K-11th grade learners are required to attend their assigned in-person learning day, once per week.

No make-up days are allowed if a learner is absent for his/her session.

Absences to in-person learning

The below procedures will be followed when learning center absenteeism arises:

- Third absence in a year:
 - Verbal or written communication by a program official with the parent/guardian of learner
- Fourth absence in a year:
 - A meeting between program administration, parent/guardian, and learner (when appropriate), to address barriers to attendance. During this meeting a collaborative plan will be developed to improve attendance.
- Fifth absence in a year:
 - Follow-up meeting and potential withdraw from program/mandatory reassignment to neighborhood school

K-5th Grade Online, Live Classes

If a learner misses an online lesson, the learning coach will be notified via email. The learner will be required to watch the lesson recording and complete an assessment that shows the learner has mastered the skills presented in the lesson. Each teacher has expectations regarding make-up sessions. Watching the recording does NOT replace the absence.

6th-12th Grade Online Support Sessions

Online Support Sessions serve as an opportunity for ALL learners to get support from their learning facilitators, live, online through Microsoft Teams.

Online support sessions are:

- found on the learner's infinite campus schedule, your Canvas calendar, O365 Teams calendar
- optional for students needing support
- required when a learner is not engaging in coursework and/or a teacher identifies attention to a course is needed. This will be communicated to both the learner and learning coach via email.*

* Attendance to Online Support Sessions, when required, will be documented in Infinite Campus. '

6th-12th Grade In-Person Support Sessions (NEW!)

In-Person Support Sessions serve as an opportunity for ALL learners to get support from their learning facilitators, in-person.

In-Person Sessions are:

- offered on Tuesdays and Fridays.
- found on the learner's Infinite Campus Schedule, Canvas calendar, and Canvas Syllabus
- optional, but may be required and will be communicated to learners and learning coaches by the end of the week, for the following week for transportation to be coordinated.

Cumulative Attendance

OVS is held accountable by the state of Nebraska and Omaha Public Schools for reporting the attendance of our learners. To follow truancy guidelines, absences from the required learning sessions (listed above) are accumulated.

These actions will be taken based on the cumulative hours absent.

Cumulative Days/Hour Equivalent	Action
5 days=30 hours	Communication home from the school counselor & email sent home
10 days= 60 hours	Communication home from School Support Liaison (SSL) to develop collaborative plan with learning coach to remove attendance barriers
15 days=90 hours	Communication home from SSL to set meeting with Program Director, SSL, and learning coach to review plan
20 days=120 hours	Email/letter home & Student referred to the County Attorney's office for truancy

Attendance Expectations

Per the Department of Education guidelines Rule 10, full-time, K-8 learners are required to participate in 1,032 hours of instruction, and 9-12th grade learners 1,080 hours.

A full-time learner is expected to engage in learning in the online platform (K12/Canvas) for an average of 6 hours a day and 30 hours/week in order to meet this state mandated requirement.

- If a learner is not meeting these weekly engagement requirements online, a parent contact is made.
- If a second week of weekly engagement hours are not met in the same semester, a parent meeting will be called to discuss attendance barriers and supports.

Please note, the amount of courses that a learner is enrolled in will determine the suggested online and offline engagement hours/day. Typically, each lesson on K12/Canvas is approximately 60 minutes long.

Course load	Hourly engagement/day	Hourly engagement/week	Hourly engagement /year
3 courses	3 hours	15 hours	555 hours
4 - 5 courses	4 - 5 hours	20 - 25 hours	740-925 hours
6 -7 courses	6 hours	30 hours	1,100 hours

****The hours of face to face instruction/week is included in the above engagement hours.**

Logging Attendance

Elementary Learning Coach Expectation

It is required for the learning coach to log attendance in the K12 system daily, as a student progresses through lessons. If engagement is not logged regularly, an email will be sent to the learning coach, prompting them to do so. If this is a regular occurrence, a meeting with program director will be called. If a barrier to logging attendance occurs, please communicate with the learning facilitator and secretary, immediately.

K-5 Attendance Logging
<u>ON-K12 activity--REQUIRED</u> --When a learner is engaged ONLINE on K12.com courses and curriculum. AND <u>OFF-K12 activity--NOT REQUIRED TO LOG</u>

MS/HS

NEW!! 6-12th Grade Attendance Logging
The Canvas learning management system tracks learners' time logged in and active. Learning coaches of middle and high school learners do NOT need to log learners' time engaged in learning on or offline.

Learning Supports

Learner success at OVS is dependent on partnerships between school and home, and learner's pacing and progress through coursework.

Partnership Expectations

The success of our school's model of learning relies on the collaboration between the learner, learning coach and learning facilitator. Without an **active** and engaged Learning Coach, learners will find it challenging to be successful in OVS.*

- K-5th grade learners should not be left alone at any time to complete coursework.
- 6-12th grade learners should have accessibility to their LC to ask questions when completing school work.

*Refer to the OVS [Learner Contract](#) for additional expectations of the learner and learning coach.

Pacing Expectations

Learners are expected to stay on pace within each week. The pacing guide provides guidance on daily work recommendations. Learning progress will be evaluated every Thursday. Engagement supports will be communicated every Friday, which entails required online and/or in-person support sessions.

Academic Supports Multi-tiered Systems of Support-Academics MTSS-A

- Online Office Hours
 - Audience: Kindergarten-5th grade
 - Purpose: Weekly/Daily sessions for learners or learning coaches to connect with learning facilitator for questions/support. These are optional or may be required.
- Online Support
 - Audience: Middle/High School
 - Purpose: An opportunity for ALL learners to get support from their learning facilitators, live and online through Microsoft Teams.
 - Online support sessions are optional. However, teachers may identify learners as required to attend online support sessions. If online office support is required for a learner, attendance will be taken and recorded in Infinite Campus
- In-Person Support
 - Audience: Middle/High School
 - Purpose: An in-person opportunity for ALL learners to get support from a teacher on site.
 - In-person support sessions are optional, but may be required and will be communicated to learners and learning coaches by the end of the week, for the following week for transportation to be coordinated.
- Guided Study Hall/Freshman Seminar
 - Audience: 6th-11th grade learners-during in-person learning day
 - Purpose: Learners will learn executive functioning skills, such as note taking, time management, organization, goal setting. Learners will reflect on progress in courses and make goals for the week on their student planner.
- Student Assistance Team
 - Audience: K-12th grade

- Purpose: If a learner is not thriving academically, a team of experts including the parent/learning coach, learner, learning facilitator, and counselor to determine what gaps may exist and/or what supports are needed for learner success at OVS.
- Reading and math interventions
 - Audience: K-12th grade
 - Purpose: To provide reading supports for learners who are identified as needing support to succeed at OVS.

Pacing Guides

Pacing guides are the key to every learner's success at OVS, K-12th grade.

K-5th grade Pacing guides

Pacing guides for K-5th grade are intended to help the learning coach keep the learner on pace with the K12 curriculum and know what to expect weekly. The K-5 pacing guides also serve as the portfolio tracker, telling the LC what assessments to submit, when, and how. Learning facilitators email and print pacing guides for learners each quarter.

MS/HS Pacing guides

Pacing guides are found in the "Course Materials" section of every course. These can be printed and downloaded by the learner.

Pacing guides for Middle/High School are expected due dates for lessons and assessments and academic supports are required if a learner is not progressing according to the pacing guide. These should be treated as hard deadlines. At the end of each unit, the unit will close and will not open again until intersession for the learner to go back and complete/redo work.

Direct all questions about pacing guides to the LF for each course.

K-5th Grade Example Pacing Guide

Below is an example of an Elementary Pacing Guide.

Third Grade: Daily Pacing Guide				
Day	Date	Math	Literature	EduTyping
Monday	August 23rd	U1 L1	U1 L1	
Tuesday	August 24th	U1 L2	U1 L2	Why Should I Learn to Type?
Wednesday	August 25th	U1 L3	U1 L3	
Thursday	August 26th	U1 L5	U1 L4	Where Do My Fingers Go?
Friday	August 27th	U1 L6	U1 L5	
Monday	August 30th	U1 L7	U1 L6	How Do I Sit?
Tuesday	August 31st	U1 L8	U1 L7	
KEY		Turn in K12 Assignment in Seesaw		
		Complete Teacher-made Assignment in Seesaw		
		Math Assessment (Seesaw) Literature Assessment (Clever: ED)		

6th-12th Grade

Below is an example of a 6th-12th grade pacing guide found in Canvas for each course.

Algebra 2 (MTH308A) - Semester 1				
Module	Due Date	Unit Lesson Names & Assignments	Type	(F)ormative (S)ummative
Module 1 Systems of Linear Equations & Inequalities	17-Aug-20	Course Introduction		
	18-Aug-20	Readiness Checkpoint	Diagnostic	
	19-Aug-20	1.01: Exchange: Systems of Linear Eq. & Ineq.	Discussion	F
	20-Aug-20	1.02: Solve Systems of Two Linear Equations		
	21-Aug-20	1.03: Solve Systems of Three Linear Equations	Quiz	F
	24-Aug-20	Independent Work Time		
	25-Aug-20	1.05: Inequalities in One Variable		
	26-Aug-20	1.06: Compound Inequalities	Quiz	F
	27-Aug-20	1.07: Inequalities in Two Variables	Quiz	F
	28-Aug-20	1.08: Systems of Linear Inequalities	Quiz	F
	31-Aug-20	1.09: Linear Programming		
	1-Sep-20	1.10: Applications of Linear Programming	Quiz	F
	2-Sep-20	1.11: Unit Review		
	3-Sep-20	1.12: Unit Test, Part 1	Test	S
	4-Sep-20	1.12: Unit Test, Part 2	Test	S
	8-Sep-20	Module Wrap-Up		

Grading Practices

Overview

Grades for students enrolled in the Omaha Public Schools are based on achievement of district-wide/state content standards, which specify what students should know and be able to do. Standards are the same across schools and classrooms for the same courses in Omaha Public Schools. These common grading practices are intended to ensure students have the knowledge and skills necessary for the next level of a course, the next grade level, or readiness for college or the workforce.

Purpose and Intended Use

To use a common language to communicate progress of mastery on grade level standards for all parties in all locations.

Proficiency Scales

Proficiency Scales are established levels of learning that are standardized at the district level for each course, and they are broadly written to allow teachers to use the same scale for multiple assignments/assessments. Proficiency scales are available to learners and parents by posting them in the classrooms, publishing them in the online course, and/or they are available in print.

Coursework Types

The three types of coursework include Practice, Formative, and Summative. Coursework may be expected to be completed during class time or outside of school.

Practice (0%) assignments are brief. They are done to learn a new skill or to gain initial content knowledge, (e.g. a sampling of math problems, keyboarding exercises, diagramming sentences, short quizzes). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class or online) and are not a part of the grade. Practice work is at the student's instructional level.

Formative (35%) assessments/assignments are done for learning. They are minor assignments (e.g. a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison/contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided in person and/or online. Descriptive feedback provides the students with the necessary information to improve their learning. Formative work is at the student's instructional level and/or grade level standards. It is suggested to have three to five formative assessments for every one summative assessment. Formative assessments may be assigned to be completed at home or during in person instruction.*

Summative (65%) assessments/assignments are major end of learning unit tests or projects (e.g. a research paper, on oral report with multimedia, science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student's progress on grade level standards. Summative assessments may be assigned to be completed at home or during in person instruction.*

Coursework Amounts

Students are expected to be engaged in learning for 6-7 hours each day, which reflects the length of a traditional school day. This equates to a minimum of one hour per day per course.

Assigned coursework for each day is communicated on each course pacing guide. Assigned work that is not completed during the day is similar to "homework" in a traditional school and should be completed in addition to the school hours.

Coursework that is completed in addition to the expected 6 -7 hours per day should average no more than 10 minutes per day times the student's grade level. This is a broad estimate that will vary drastically depending on the courses taken, the speed of completion of tasks, student ability to work independently, and the time it takes to complete the online lessons on K12/Canvas.*

Redoing/Revising Coursework

Students are allowed redos and revisions of coursework for full credit during the unit of study. Scores for student work after retaking, revising, or redoing work will not be averaged with the first attempt at coursework or assessment, but will replace the original student's score. The student will have to review/relearn before earning a retake attempt, this may include attending an in person or online, live session before completing the redo. If a learner does not show proficiency during the unit of study, they will be required to attend a quarterly intersession online, for re-teaching and to demonstrate proficiency.

Missing Work

Work not turned in will be recorded in Canvas and Infinite Campus as an M for missing, which calculates to a score of zero.

Late Coursework

Students are expected to complete coursework based on the due dates on the pacing guide for each course.

- **NEW!! (MS/HS ONLY) Once the due date has passed, Canvas will automatically identify the assignment as "missing" and a "soft" zero is placed in the grade book.** This is to ensure that learners/learning coaches have an accurate understanding of assignment completion and progress. These zeros are placeholders and will be replaced with full-credit once coursework is completed (up until the end of the unit).
- When the assessment is submitted the "0" will be replaced with the score earned by the student. Late work does not result in a grade reduction.
- A unit may close after the unit assessment, based on teacher discretion.
- Closed units will open during the quarterly intersession and learners will be required to attend intersession if proficiency was not met or they may choose to attend intersession for a re-take opportunity.

Hard deadlines for student work is at the end of each quarter. The teacher or school may make exceptions depending upon student circumstances such as prolonged absences due to illness.

Rubrics

Rubrics are teacher-created scoring guides that are specific to an assignment, skill, or project and are based upon the levels in the proficiency scale for that course. Rubrics should be available to students and parents by posting them in the classroom and in K12.*

Leveled Assessments

Students should have the opportunity to demonstrate advanced, proficient, and basic levels of

learning to ensure rigor and to ensure that students can reach the highest level possible of proficiency.*

- Level 4 (Advanced) tasks allow students to go beyond proficiency and apply their knowledge and skills to new or related situations or scenarios. Level four tasks start with application, analysis, and move into synthesis and evaluation.
- Level 3 (Proficient) tasks (the target of instruction) consist of complex knowledge and skills and include application and analysis.
- Level 2 (Basic) tasks are basic recall and simple skills which include knowledge and comprehension.

Weighting Assignments (Grades 3-12)

Teachers will place scores for formative and summative coursework in folders within Infinite Campus that are weighted at 35% of the final grade for formative and 65% of the final grade for summative. The final score for each of these categories will then be averaged to obtain the student's final grade.*

Grade Calculations

Throughout the grading period, students will receive a proficiency level on scored assignments and assessments as follows:

Grades K-2: Students will receive a proficiency level on assignments of : 4/Advanced; 3/Proficient; 2/Basic; 1/Below Basic; and 0/Beginning

Grades 3-12: Students will receive a proficiency level on assignments of: 4/Advanced; 3/Proficient; 2/Basic; 1/Below Basic; and 0/Failing

At the end of the grading period for grades 3-12, the final scores in the formative and summative categories will be used to determine a student's overall grade for the course. The overall grade will be determined using the OPS Grading Scale. *Portfolios for grades K-2 are used instead of the Infinite Campus grade book.**

OPS Grading Scale

A	=	3.26-4.0
B	=	2.51-3.25
C	=	1.76-2.50
D	=	1.01-1.75
F	=	0.00-1.00

Student Tracking of Grades

Teachers and Learning Coaches are strongly encouraged to have students reflect on their learning, record their scores, and develop a plan of action for improvement. Student tracking of goals and achievement increases student motivation and completion of work. Student grades can be viewed using the Infinite Campus Portal.

NEW!! MS/HS

OVS MS/HS learner's grades are found in two places, and learning coaches must have access to both:

- Canvas Learning Management System
- Infinite Campus Parent/Student Portal (IC)

Canvas is:

- Where learners are required to submit their work and receive feedback and grades.
 - Learners CANNOT submit homework via email/message.
 - Learners are expected to go to Canvas gradebook and refer to the feedback provided. It is important for learners to use this feedback to improve work on that assignment (if allowed multiple attempts) and future assignments.
- A portfolio of ALL of a learner's work.
 - All assignments completed by a learner will be in Canvas.
- A place to see if learner work is turned in on time or Late.
 - Assignments that are turned in late (past due date) will automatically be entered as a "0", identified as "missing" by Canvas, and graded when submitted by learner.
- Updated and monitored almost daily by learning facilitators.
- The best place for parents to keep up to date with student assignments, due dates, and progress.

Canvas is not:

- ALL grades in Canvas/portfolio are NOT applied to the learner's final grade in IC. Some assignments are for practice.
- A FINAL grade. There will NOT be a final grade in Canvas for this reason.

Infinite Campus is:

- Where the learner's assignments (formative and summative) that apply to their final grade are located.
- Where a learner's actual grade is posted and updated according to assignments submitted in Canvas.
- Updated and monitored weekly by learning facilitators.
- Where Quarter, Mid-Quarter, and semester grades are posted.

Infinite Campus is NOT:

- The most updated assignment information.
- Where to find feedback on learner's assignments.
- Where to find due dates on assignments.

Checkpoints and Final Due Dates

For larger projects, student learning is chunked into manageable segments with mid-unit checkpoints and feedback. Final due dates are posted on the pacing guide.

Samples of Student Work

Samples of student work that are both strong and weak should be provided by teachers and examined by students so that expectations for advanced, proficient, and basic levels of learning on the proficiency scale or rubric are clear.

Posted Scores/Grades

Portfolios (K-2)

Student work will be marked with a proficiency level of 4/Advanced; 3/Proficient; 2/Basic;

1/Below Basic; and 0/Beginning. Teachers gather evidence of learning from in-person experiences at the learning center and artifacts (student work) that Learning Coaches submit to teachers from K12. OVS teachers identify K12 assessments that need to be submitted on pacing guides. Portfolios are shared with parents at conferences. Evidence in the portfolio should align with the grade the student receives on the report card.

(Grades 3-12)

Scores/grades of 4/Advanced, 3/Proficient, 2/Basic, 1/Below Basic, and 0/Failing, are proficiency levels used on individual Grade Level Standard Indicators. Learner proficiency on standards may be evaluated using multiple checkpoints/assessments in K12 and in person. Grades are the culminations of all scores for the course. Teachers will update grades in Infinite Campus for all identified formative and summative assessments weekly. Parents and students are expected to check Infinite Campus regularly for up to date grades. *Grades in K12 will only reflect partial evidence and completion of online work only and is not accurate.*

Campus Portal Update

Student grades may be viewed on the OPS web-based Campus Portal. Notification of Mid-Quarter will be sent via email. Quarterly report cards will be mailed hom. Parents and Learning Coaches are expected to know the updated grades and progress of coursework at home through their learning coach access in K12, Canvas, and Infinite Campus.

Non Academic Factors (K-5)

Effort, work habits, attendance, and behavior are tracked separately from progress on academic standards. Progress related to work habits, effort, and behavior is indicated with a mark of O/Outstanding, S/Satisfactory, N/Needs Improvement, or U/Unsatisfactory.

Group Grades

Group grades are not utilized.

Extra Credit

There is no extra credit.

Bell Curve

Grading is never based on the bell curve.

Professional Judgement in Grading

Teachers make informal decisions every day about student learning through observations, oral discussions, group interactions, practice work, projects, etc. Sometimes there is dissonance between how students test and the actual level of learning reflected in the grade. In such incidences, teachers may choose to exercise professional judgement to more accurately reflect the level of learning the student achieved.

Teachers should reflect on quarterly grades to make sure that the grade given accurately represents what a student knows and can do. Professional judgement decisions different from grading evidence should be documented and shared with families and building administration before grades are turned in for the grading period.

Learning Goals

Teachers will provide students clear learning goals that reflect the content standards and how

they will show their teacher mastery of the content. Teachers are asked to write learning goals using student friendly language. This could be done by rephrasing the expectation as "I can..." The verb selection in a learning goal reflects the rigor of the learning. Inside K12, the learning goal is often displayed on the first 2 slides of a lesson.

Student Accommodations

Accommodations are provided to students with special needs without adjusting or reducing grades. Accommodations for students with Individual Education Plans (IEPs) or 504 plans may change requirements for quantity of work, time allotted, presentation format, type of evidence, etc.

Modifications

Modifications that alter course content or assessments are not used.

Course Placement Guidelines

K-5th Grade

Learners are placed at grade level in all content areas, based on a learner's age. If a learner is performing above or below grade level in reading or math, the below procedures will be followed for a subject area advancement/retention.

- **Reading:** If a learner scores 2 or more grade levels below in reading on the NWEA MAP and/or on the Fountas and Pinnell assessment, they will be placed in Stride, an intervention program. **Additional sessions with the learning facilitator will be required during the week.**
- **Math:** If a learner scores 2 or more grade levels below in math on the NWEA MAP assessment, and it is determined that the learner needs math intervention, they will be placed in a course called, Stride, an online intervention program. Additionally, they will be scheduled to attend intervention sessions with his/her learning facilitator.

Grade Advancement/retention

Learners may not be placed more than one year above or below grade level, unless:

- the learner has an IEP and placement is a determination of the IEP team and permission of the program director
OR
- they have been identified by the gifted and talented program for course or grade acceleration. Acceleration will not occur until the acceleration agreement is in place. *

*If a learning coach would like to pursue a course or grade-level advancement, the learner must:

- Score within the 95th percentile or above on the national norm in that content area for the grade level on the MAP
- Provide evidence of learner regularly demonstrating mastery on K12 and learning facilitator assessments (above 80%) mastery as determined by reviewing learner portfolio and benchmark assessments.
- Be on target with progress all enrolled courses.

6-8th grade

OVS does not currently offer honors courses at the middle school level.

9th-12th Grade

Students will be placed at grade level content areas as per OPS graduation requirements and in accordance to previous coursework and transcripts. Refer to the high school course catalog for pre-requisites regarding placement in courses.

If students score 2 or more grade levels below in reading or math, they will be placed in an online intervention program, Stride, which will provide instruction to increase skill level and ability to read and understand grade level materials. **Additional sessions with the learning facilitator will be required during the week.**

Honors Course Placements

Honors courses at OVS are:

- 9th grade Honors Physical Science
- 9th grade Honors US History
- 9th & 10th grade Honors English
- Honors Geometry
- Honors Algebra 3-4
- Honors Pre-Calculus and Trigonometry
- Honors Biology
- Honors Economics
- Honors Human Geography
- Honors World History

To qualify for honors course placement, current OVS Students or students coming from a school district must submit documents to support placement:

- Teacher Recommendation
- MAP scores > 85%
- NSCAS (state testing) results
- Course Grades

To qualify for honors course placement, new OVS students without a transcript from a school district must enroll in regular coursework for first semester. Upon successful completion, they can request placement in honors coursework based on:

- Teacher Recommendation
- MAP scores > 85%
- Course grades

Refer to the Omaha Virtual School High School Course Catalog for additional information regarding high school coursework and guidelines.

Additional Notes:

- The middle and high school curriculum is typically offered in semester course lengths. Learners have the flexibility to work ahead within the semester, but they cannot advance to the next semester's coursework. This is due to credit accumulation and the ability to only earn 1 credit per semester per course.
- Learners cannot take more than one class in the same content area (e.g. History 1 & History 2) at the same time as the skills mastered in a previous course are required for success in the next level of the course.
- High school level courses completed prior to the 9th grade, do not count toward high school core class graduation credits. They can only be counted as elective credits.

Student Interim Assessments

Omaha Virtual School is a program within the Omaha Public Schools and all learners are required to take the Nebraska state assessment as mandated by the state department of education. Below are the assessments that are administered during the school year. These tests are completed onsite and a testing schedule is shared with families 3-4 weeks prior to testing.

NWEA MAP Assessment

- Fall: Reading and Math for grades K-2nd and 9th grade
- Fall: Science for 3rd-8th
- Winter: Reading and Math grades K-2nd
- Spring: Reading and Math K-2nd and 9th grade
- Spring : Science 3, 4, 6, 7, & 9th grade

Omaha Public Schools uses the MAP Growth assessment. This interim assessment is administered in fall, winter, and spring. It is designed to measure growth over time. The results of these tests are to inform instruction and help learning facilitators make curricular adjustments to best meet student learning needs. A few reminders about MAP Growth data:

- MAP Growth is a computer adaptive assessment.
- MAP Growth is not a proficiency test. It is not measuring mastery of grade level standards.
- MAP Growth is intended to find the instructional level of a learner.
- MAP Growth provides data on both learner's achievement and growth over time.
- The RIT scale is an equal interval scale much like feet and inches on a yardstick.

The RIT score

is independent of grade level and can be used to show growth over time as learner's

progress from grade to grade.

MAP Growth provides normative data which can be used as a comparison of learner

performance to that of grade level peers nationally.

- MAP growth norms allow comparison of a learner's growth to that of his or her academic peers.

OVS staff will share learner MAP scores with learners and learning coaches to support instruction at home and goal setting for the school year, focused on each individuals strengths and areas of concern. To learn more about NWEA-MAP assessments, visit:

<https://www.nwea.org/>

NSCAS Growth Assessment

The Nebraska Student-Centered Assessment System (NSCAS) is the state-wide annual test that is mandated for the below content and grade levels:

- * Fall: English language arts and math for grades 3–8
- * Winter: Science for grades 5-9
- * Winter: English language arts and math for grades 3-8
- * Spring: English language arts, math, and science for grades 3-8; science 5th & 8th

The NSCAS assessment will be completed in March/April with learners during scheduled learning center sessions. Learn more about the NSCAS Summative assessment at: <https://www.education.ne.gov/assessment/nscas-system/>

Pre-ACT

During the first semester, all 10th graders in OPS will take the Pre-ACT® at no cost. This opportunity gives students practice with the ACT test and empowers them, their parents, and educators with valuable academic insights in preparation for the ACT. Pre-ACT encompasses multiple choice tests in English, math, reading, and science. The data from the results gives students an estimated ACT test score and can be used as an indicator of college and career readiness. Pre-ACT data reports help teachers and counselors target interventions, inform classroom instruction, and guide students in course selection.

NSCAS-ACT

The Nebraska state accountability assessment (NSCAS) for 11th graders is the ACT. This assessment is administered in the spring at the learning center, and is at no cost to families. Students will participate in ACT Reading, English, Math, Science and Writing at the time of the assessment.

Add/Drop Course Policy

K-8th grade

Course adds/withdraws need to be completed within the first 20 days of a learner's enrollment.

Procedures for withdrawing a course:

1. Submit request to the learner's learning facilitator (LF)
2. The request will be reviewed by the school administration and LF
3. If needed, the LC and LF will meet to discuss the learner's course path and best course of action
4. If approved, the learner will be withdrawn from current course by the end of the month

Please note that each course is based on 180 days of instruction. Placement in a different course, and addition of a new course, may result in a learner having to catch up with instruction, and/or the possibility of not completing the course by the end of the year.

Enrollment Considerations

Learners must be enrolled in at least three classes (K-8) and four (9-12) to sustain membership in Omaha Virtual School (part-time). If a course drop takes a learner from full-time to part-time (less than 7 classes), the learning coach must apply for exempt home school status and provide evidence of a replacement curriculum that will be used. Exempt homeschool status acknowledgement must be provided to OVS once it is granted.

9-12th Grade

As per district practices, high school course adds/withdraws need to be completed within the first 14 days of each semester. Dropping a course after the first 15 days of the semester will result in a grade of an "F" which is included on the learner's grade point average, report card, and on their permanent record.

Procedures for withdrawing a course:

1. Conversation with the learning facilitator
2. Counselor conferencing with learning facilitator and learner
3. Problem solving with all parties

Requests to drop a course will be initiated to the counselor by the learner/learning coach. The request will be reviewed by school administration and learning facilitator. The team will engage the learning coach and learner (if appropriate) in a discussion in regards to the learner's course path and graduation requirements.

Please note that each course is based on 180 days of instruction. Placement in a different course, and addition of a new course, may result in a learner having to catch up with instruction, and/or the possibility of not completing the course by the end of the semester/year.

Implementation of Curriculum

Implementation of online and offline coursework

K12 coursework is designed to be implemented at home utilizing the online coursework in conjunction with the offline resource materials.

Kindergarten through 5th grade learner experience is through the lessons online (K12) that teach the majority of the content and offline materials will be provided for your learner through workbooks, flashcards, etc. *Offline materials do not teach* the lesson, but are a tool to practice and support the online lesson. Implementation of the OVS learning environment is not intended to, nor should be solely workbook practice.

Middle and high school learners will complete all of their instruction and lessons online and have some supporting offline materials to utilize (novels textbooks, etc.).

Student Access to Coursework Log In

K-5th grade students must complete and submit work through their student K12 login and 6th-12th grade learners access coursework through Canvas Learning Management System. If the student is working through the LC's login, course progress will not be appropriately tracked in the online management system.

Learning Coach Directed Offline Engagement

Although K12 offers regular offline, engagement activities for learners and learning coaches, the OVS staff encourages these activities to be facilitated by the learning coach. The learning coach access on K12 allows learning coaches to preview upcoming learner lessons and additional resources to help guide learning coaches.

In the event that a learning coach would like to take a lesson offline, please follow the below procedure in order to ensure that this engagement is aligned to the goals and objectives of the lesson.

1. Notify the learning facilitator with advance notice with your plan to take a lesson offline. Be prepared to provide the below information to the learning facilitator regarding your offline learning plan:
 - a. Content area and name of K12.com lesson that will be replaced with learning coach offline lesson
 - b. Objective(s) of K12.com lesson
 - c. Objective(s) and brief description of learning coach lesson plans (including a time frame of how long the lesson will take)
 - d. Agreement that the learner must show mastery using the K12.com assessment in order to move forward in the unit. If the learner cannot demonstrate proficiency after the LC offline lesson, the learner will complete the K12.com lesson online until mastery is demonstrated in order to move forward.
**Learning coach must log all offline engagement opportunities that are aligned to course objectives.
2. Share your offline learning experiences/success with other learning coaches!

Academic Integrity Code



OVS Academic Integrity Code

OVS has high expectations with regards to academic integrity. Omaha Public Schools' academic integrity position statement in the district student handbook ensures that learners are following these expectations to the highest degree. Cheating in any manner is a violation of academic integrity. Examples of this could be:

- Submitting work that is not completed by the learner.
- Allowing learners to submit the work of another learner as their own.
- Parents completing work for the learner.
- Using any unapproved aids on assignments, quizzes, or in tests (including the internet).
- Submitting the same work for more than one course or assignment without prior written approval from the instructor(s).
- 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 learner's work to impede academic progress.
- Plagiarizing in any manner. Any time you present words or ideas of another person as your own without proper citation of sources (electronic, internet, or print). Some examples are:
 - Utilizing internet chat groups to ask questions and using the responses as your own.
 - Utilizing sources excessively even when documented or 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.

Academic Integrity Violation Consequences

Violations are tracked and accounted for per course and on a school-year basis.

1 st offense in a course	2 nd offense in a course	3 rd offense in a course	4 th offense in a course
<ul style="list-style-type: none">• Warning• LF makes LC contact• Zero in gradebook until 1:1 and redo is submitted	<ul style="list-style-type: none">• Behavior referral• LF makes LC contact• Zero in gradebook until 1:1 and redo is submitted	<ul style="list-style-type: none">• Behavior Referral• LF makes LC contact• Learner conference with director	<ul style="list-style-type: none">• Behavior Referral• LF makes LC contact• Learner and LC conference with director• Removal from program at semester
Learner attends 1:1 with learning facilitator. (Reteach/Relearn)	Learner attends 1:1 with learning facilitator. (Reteach/Relearn)	Learner attends 1:1 with learning facilitator. (Reteach/Relearn)	Learner attends 1:1 with learning facilitator. (Reteach/Relearn)
Redo assessment after LC contact is made.	Redo assessment after LC contact is made.	Zero on assessment Unable to redo assessment	Zero on assessment Unable to redo assessment

It is our goal that all learners strive for proficiency of course standards. When the integrity of an assessment is violated, learners are expected to redo assessments to ensure that authentic learning is measured. It is possible that the learner may have to redo the assessment during an in-person session to guarantee the integrity of the assessment after a violation has occurred. Practices may vary on unit/course final exams.

Materials & OVS Technology

K12 Materials

K-5th grade Learners:

K12 Materials are leased from K12 by the school and issued to each learner for the course(s) that they are enrolled in. Kits will be mailed directly to the learner's home for K-5th grade student.

For the 22-23 School Year, materials are ordered for the:

K-5: Reading/Language Arts and Math and 5th grade social studies

Middle School: None

High School: 9-11th grade English (will be distributed by the school, not mailed home)

K-5th GRADE END OF SCHOOL YEAR MATERIALS PROCEDURES

Upon course **completion/promotion, withdrawal, or the end of the school year**, K12 will email UPS shipping labels to the family to return the appropriate materials to K12. Families are expected to package the materials, attach the K12-provided UPS shipping labels, and take the packaged materials to a UPS Store or other UPS drop-off facility. Learning coaches can login to K12 and reference TotalView MyInfo to identify materials that need to be returned vs. materials that can be discarded.

Home Address

Please contact the school if a home address changes, as materials will ship to the listed address in K12. Families cannot update their mailing address in K12.

Returning Technology

Learners who withdraw from OVS are required to return all technology materials to the school within 14 days of withdrawal. All OPS issued materials must be returned to OVS. Learning coaches are responsible for the replacement cost of any device or accessories not returned or returned damaged. The OVS secretary will issue a receipt of items upon return. Failure to return could result in transcripts being withheld until device is returned or replacement fee is paid.

Replacement Fees:

Headphones: \$28.99

iPad: \$329

iPad keyboard: \$56.50

iPad lightning to USB cord: \$19

iPad power box: \$19

612 (9-12th grade): \$805.59/ea

Stylus for 612: \$45.99

Charging cord for 612: \$49

Surface Go keyboard: \$101

Surface Go computer: \$749

Technology Use Agreements

The Omaha Public Schools' parent and student acceptable use technology agreement articulates the roles and responsibilities of learners and learning coaches in regards to equipment and resources that are provided by Omaha Public Schools.

Learning coaches have an option to enroll in a Voluntary Device Protection Plan for \$20/year/student. The technology use agreements and payment for the Voluntary Protection Plan will be completed during learner orientation and/or when the device is distributed to the learner. This is also available on IC Parent Portal

Below is verbiage from a portion of the Parent Technology Use Agreement in regards to the Voluntary Device Protection Plan.

The Parent/Guardian is responsible for the loss, theft, or damage to the device. The District has initiated a Voluntary Device Protection Program. The Parent/Guardian may enroll in the Voluntary Device Protection Program for the 2022-23 school year by paying a onetime, annual fee of \$20 per device. Any Parent/Guardian declining to participate in the Voluntary Device Protection Program shall be responsible for the actual cost of replacement or repair of any lost, stolen or damaged device. Participation in the program is voluntary.

Coverage: By participating in the Voluntary Device Protection Program, laptop computers or other covered electronic devices will be repaired or replaced at no cost to the Parent/Guardian, unless the damage or loss of the device is caused by a reason listed below:

- 1) Unexplained Loss or Mysterious Disappearance: The District may not cover a loss caused by the inability to locate an item unless circumstances support the theory that the property was stolen.
- 2) Failure to Notify Police If Device is stolen: If the equipment was stolen, the Parent/Guardian is required to notify the police immediately upon discovery that the Device was stolen. The Program does not provide coverage if participants fail to notify the police.
- 3) Intentional Acts: The Program will not cover a loss caused by intentional damage or destruction of property covered under this policy.
- 4) Dishonest Acts: The Program will not cover any loss caused by dishonesty or illegal acts.
- 5) Theft from An Unattended Vehicle: The Program will not cover the loss or damage that is caused by or resulting from an unattended vehicle except when it is securely locked, its windows fully closed, and there is visible evidence that entry into the vehicle was forced.
- 6) Unauthorized Repairs: The Program will not cover damages in which repair was attempted or completed by non-District technicians.
- 7) Non-Timely Reporting: The Program may not cover damage or loss that is not reported within 3 days.
- 8) No coverage afforded for accessories: The Program will not cover power cords, device accessories, bags, chargers, or any other accessories provided.

The District will make the determination if a damaged device is to be repaired or if it is to be replaced. The District Workers' Compensation & Insurance Management department will make the determination if the circumstances of the damage or loss are covered through the Program and those determinations are final.

Technology Use

All Omaha Virtual School learners are provided with a device. Learners in K-8th grade are given an iPad, while students in 9th-12th grade are given a laptop. Learners are required to bring this device (fully charged) to all face-to-face class meetings.

OVS recognizes that learners may use a non-OPS issued device at home to access school work and materials. Please be aware of the differences between utilizing the district-provided device and a home device.

When students use a non-OPS issued device:

- No OPS Internet filtering is available - OPS Internet filter denies access to pornography, violence, social media, etc.
- No OPS management - OPS cannot update/add software or applications.
- No OPS tech support - OPS cannot provide tech support on a non-OPS device.
- Unknown virus protection - OPS does not provide virus protection on non-OPS devices.

When students use the OPS issued device:

- OPS Internet filtering is active - OPS Internet filter denies access to pornography, violence, social media, etc.
- OPS management of device - OPS will push software/system updates and additional applications that may be needed for OVS academics/activities.
- OPS tech support is available: OPS tech support can assist if there are connectivity or hardware issues.
- Virus Protection - OPS provides virus protection on the learner device.

The Omaha Public Schools help desk can provide technical support on the device (hardware) that is provided to learners. **For technical support, email ovs-techhelp@ops.org.**

For assistance with software pertaining to the learner's coursework, please contact the learner's LF.

Technology Troubleshooting

District Device or Office 365 Troubleshooting

Please email our OVS Help Desk Technician at ovs-techhelp@ops.org. It helps to include your teacher so they are aware of concerns.

In your email, please include:

- Student name and grade
- Description of concern
- Contact information


Before sending an email, please try the following:

- Shut down the device and start up again
- Try another web browser (if applicable)
- Clear cache and cookie in your browser [instructions here](#)

NEW!! iPad Troubleshooting Support:

<https://www.smores.com/1az6t>

Tech Troubleshooting Guide

Email OPS Tech Support if: ovs-techhelp@ops.org	K-5th grade: Call K12 866.512.2273 Or online support https://www.help.k12.com/s/ if:	MS/HS Canvas support
<ul style="list-style-type: none">• Laptop is not functioning• iPad is not functioning• Damage of device has occurred• Microsoft office product concerns (Word, Ppt., etc.)• Internet blocking web sites or NOT blocking web sites	<ul style="list-style-type: none">• Forgot K12 username & password for learner or learning coach• Questions about K12 materials• K12 content or functionality issues such as wrong answer. Use K12 Feedback button (then notify learning facilitator)	<p>General "how to" questions:</p> <ul style="list-style-type: none">• Go to Canvas student guides: https://community.canvaslms.com/t5/Canvas-Student/ctp/canvas_student• Click on "Help" on the bottom of the Canvas Nav Bar  Help• Course questions - contact course teacher

Internet access

Parents/guardians of learners enrolled in Omaha Virtual School will be responsible for providing Internet service for the learner. A main component of our school is technology and accessibility the learner has to the online K12 curriculum on a daily basis. Parents/guardians are responsible for resolving Internet connectivity issues with their Internet service provider. Learning Coaches are responsible for having a "Back-Up Plan" for days when they are encountering internet issues.

We recognize that families may need assistance with providing Internet access. If you need assistance, options are available through Cox Communications with the Connect to Compete program and the CenturyLink Low-Income Customers program. These programs offer families low-cost Internet access, if they are eligible.

For additional information on the Cox Connect to Compete program:

<http://connect2compete.org/cox/>

For additional information on the CenturyLink support program:

<http://www.centurylink.com/aboutus/community/community-development/lifeline.html>



Cell Phone & Electronics Guidelines

The purpose of this policy is to set forth expectations for appropriate use of existing and emerging technologies which learners may possess, including but not limited to cellular phones and other personal electronic devices capable of recording and/or transmitting data or images.

A. Respect for the Educational Environment

1. Learning Facilitators may permit, but not require, students to use personal electronic devices in support of learning. This is at the discretion of the LF or other school staff. However, since learners are provided with a laptop, cell phone use may not be necessary.
2. Cellular phones and other personal electronic devices shall remain silent and be kept out of sight during instructional time, unless specifically allowed by the LF or other school staff. The use of cell phones should not interfere with teaching and learning during the school day.
3. Learners shall not use any electronic device that in any way disrupts or detracts from the educational environment, or for inappropriate, unethical or illegal purposes, including but not limited to, transmission or viewing of inappropriate or pornographic material, violations of others' privacy rights, cheating, harassing or bullying behavior. Accessing inappropriate material in school, on a school bus, or at a school activity will result in disciplinary action.
4. If a learner needs to contact a parent/guardian during the face-to-face session, the learner must notify an OVS staff member in order to do so.
5. The school assumes no liability for theft, loss, or damage of cell phones and/or other devices possessed by learners on school property or held by school officials during the confiscation period.
6. Learners may use cell phones before or after the learning center sessions.

B. Respect for Privacy Rights

1. Learners shall not record, photograph or take video of other students or school employees on school property, on a school bus, or at school-sponsored activities without their knowledge and consent. Exceptions are made for activities considered to be in the public arena (e.g. sporting events, public meetings, academic competitions or public performances). School social events, activities sponsored by student clubs, team building retreats, and activities that take place during the school day are not considered to be in the public arena.
2. Learners shall not e-mail, text, post to the internet or social media, or otherwise electronically transmit images of other individuals taken at school without their expressed consent.
3. Recording, photographing, or taking video of others is strictly prohibited in restrooms, where individuals have every expectation of privacy.

C. Assuring Academic Integrity

1. Learners shall not use cellular phones, iPads, or other electronic devices in any way that may cause a teacher or staff member to question whether the learner may be cheating on tests/academic work, or violating copyright policy.

D. Violations of Guidelines

1. If guidelines for use are violated, then the electronic device and/or cell phone may be confiscated.
 - a. When a device and/or cell phone is confiscated, the device should be turned off and given over to the designated staff member. The staff member who confiscated the item shall take reasonable measures to secure the item until the end of the face-to-face session.
 - b. Return of the device will occur at the end of the session with a discussion with parents/guardians.
2. Noncompliance with Attempted Confiscation: Learners committing repeated violations of this procedure shall be subject to additional disciplinary action consistent with the Student Code of Conduct. Learners who refuse to comply with a request to turn over their cell phone and/or device shall be subject to discipline for insubordination and such other disciplinary action consistent with the Code of Conduct.

This guideline is in compliance with the cell phone/portable device guidelines for learners in the Student Code of Conduct.