



2021-2022 Parent/Scholar Handbook



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<https://valoroh.org>

Welcome!

Dear Valor Academy, Inc. Families,

I would like to welcome you to the founding year of Valor Academy, Inc. It is my honor to be the founding principal where innovative and rigor unite. We seek to ensure all scholars reach their greatest potential as we prepare them for college, career, and life readiness skills. We will do this by focusing on the whole scholar and fostering our mission, vision, and core values through academics as well as electives and service-learning opportunities. We will accomplish this by fostering our core values of respect, wisdom, courage, and servant leadership. It is my personal goal and duty to make sure all scholars are given equitable and competitive education. It is our vision, as a school, to partner with our families and communities because we understand scholars soar best when we are the wind beneath their wings!

We have a saying at Valor Academy, Inc., “*I know I can, because I believe I can!*” From day one, it is our priority to birth and nurture this belief within every scholar. Each day is a new day to do something great and a chance to enhance the leadership skills we know our scholars have. Given this fact, we come prepared every day for another opportunity to serve our scholars academically, socially, and emotionally. Our state-of-the-art curriculum provides us with a frontline approach to prepare scholars academically. As you may know, the world is forever evolving, and we have taken the necessary steps to make sure our scholars are able to take advantage of academic content that will put them on the path to success. It is my strong belief that given our award-winning digital curriculum and certified teachers, our diverse population of scholars will excel.

As the founding Principal, it is my goal to provide a safe, equitable, and academic driven school for your child. We are a community within a community. With each new day comes a new opportunity to be a better version of ourselves. If you should need to speak or meet with me, I will be happy to do so. Thank you for choosing Valor Academy, Inc., where positive change and growth is inevitable!

Yours in Education

Principal



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****NOTICE****

The school is a community school established under Chapter 3314 of the Ohio Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administration or the Ohio Department of Education.

Students and parents must follow all procedures as listed in the Parent – Student Handbook and the Board of Director’s Board Policy Manual. If anything in this Parent Student Handbook conflicts with a board policy, the Board Policy Manual supersedes the Parent Student Handbook. The Board of Directors may update the policy manual periodically during the school year. Students and parents should reference the Board Policy Manual for additional information on all policies referred to in this handbook.

Introduction

FOREWORD

Valor Academy, Inc. created the Parent/Scholar Handbook to provide communication regarding policies and procedures to our families. It is advisable that families familiarize themselves with all information and use the handbook as a reference. Updates may be incorporated throughout the school year; families are encouraged to reach out to the school for the most current version. Should you have questions or concerns regarding information within the handbook, please do not hesitate to contact our campus for assistance.



MISSION

Valor Academy's mission is to ensure scholars are making progress towards college, career, and life readiness while demonstrating competency of the Ohio Learning Standards.

VISION

Valor Academy's vision is to empower and ensure scholars are equipped with the skills needed to be contributing members of the community, one in which excels in collaboration and critical thinking, and problem solving.

CORE VALUES

Valor Academy core values are built upon our mission and vision and guides how we interact, and the behaviors expected as active members of our learning community. Preparing and educating our scholars to become responsible college/career ready citizens in a safe and nurturing learning environment is our utmost priority. As a result, our core is based on the belief all scholars:

- Will demonstrate competency of the Ohio Learning Standards.
- Will demonstrate grit and perseverance through academic achievement
- Will be provided learning, social, and service/volunteer opportunities to become contributing members of the community.
- Will develop the understanding that contributing to the community is vital for their future and a natural part of the function of a democratic society.
- Will develop into a contributing leader with the knowledge, thinking skills, civic engagement necessary for college and career.

In order to provide the highest level of education Valor Academy embraces the importance of improving the academic achievement of our scholars. It is our belief that the academic success of our scholars will provide long lasting impact to each scholar and our community.



Non-Discrimination Policy

The School does not discriminate on the basis of religion, race, color, ethnicity, national origin, gender, sexual orientation, economic status, disability or age in its programs and activities.

Employees or students who engage in discrimination of another employee or student shall be subject to disciplinary action.

The following has been designated to handle inquiries regarding non-discrimination policies and can advise parents on the specific grievance procedure:

Title IX Coordinator

Office Manager

1330 Atcheson St., Columbus, OH 43203

Section 504 Coordinator

Principal

1330 Atcheson St., Columbus, OH 43203

Admission

Admission is not limited based upon ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability. Valor Academy, Inc. has the quality of a private school yet is a tuition free school public school.

Valor Academy, Inc. will admit eligible pupils who submit an enrollment application and the required attachments. Valor Academy, Inc. shall give enrollment preference to pupils returning to the school in the second or any subsequent year of its operation, to siblings of pupils already enrolled in the school, and to children of employees of the school.

If, by the application deadline, the number of applicants exceeds the capacity of a class, grade level, or building, all applicants for that class, grade level or building will be selected for the available slots through a lottery. After the application deadline, pupils for any remaining slots or for a waiting list will be accepted in chronological order.



Valor Academy, Inc. reserves the right to refuse to admit, after offering an opportunity for a hearing, any scholar who has been expelled from another educational institution per Ohio Revised Code 3313.66 (J) (1) & (2).

Enrollment

The enrollment process can be started by going online to valoroh.org. The enrollment application must be downloaded and completely filled out and returned to the school with the required attachments to finalize the enrollment process.

If you have already started an application or have previously enrolled at Valor Academy, Inc., please do not submit a new application. Give us a call at (614) 610-4544 and an Enrollment Advisor will be able to speak with you.

If you need to begin the enrollment process (short form) click [here](#). To download the Enrollment Form, click [here](#).

Submit copies of required documents

- a. Valid birth certificate
- b. Immunization records
- c. Proof of residency* (utility bill, lease agreement, etc. from a parent/guardian)
- d. Proof of grade level
- e. Withdrawal form if available
- f. *Other documentation may be required. Exceptions to the requirements above are made on a case-by-case basis.
- g.

Health Certification and Immunization Requirements

The Ohio Department of Education has revised school immunization requirements. Effective with the 2012-2013 school year and progressively thereafter, students must have the following immunizations completed before starting school in August. These immunizations are required under Ohio Law Sections 3313.671 and 3701.13 of the Ohio Revised Code. (Exceptions are provided for under the law. This can be discussed with the school's nurse or health aide.)



VACCINES	<p style="text-align: center;"><i>FALL 2021</i> IMMUNIZATIONS FOR SCHOOL ATTENDANCE</p>
<p>DTaP/DT Tdap/Td Diphtheria, Tetanus, Pertussis</p>	<p><u>K</u> Four (4) or more of DTaP or DT, or any combination. If all four doses were given before the 4th birthday, a fifth (5) dose is required. If the fourth dose was administered at least six months after the third dose, and on or after the 4th birthday, a fifth (5) dose is not required. *</p> <p><u>1-12</u> Four (4) or more of DTaP or DT, or any combination. Three doses of Td or a combination of Td and Tdap is the minimum acceptable for children age seven (7) and up. <u>Grades 7-12</u> One (1) dose of Tdap vaccine must be administered prior to entry. **</p>
<p>POLIO</p>	<p><u>K-10</u> Three (3) or more doses of IPV. The FINAL dose must be administered on or after the 4th birthday regardless of the number of previous doses. If a combination of OPV and IPV was received, four (4) doses of either vaccine are required. ***</p> <p><u>Grades 11-12</u> Three (3) or more doses of IPV or OPV. If the third dose of either series was received prior to the fourth birthday, a fourth (4) dose is required; If a combination of OPV and IPV was received, four (4) doses of either vaccine are required.</p>
<p>MMR Measles, Mumps, Rubella</p>	<p><u>K-12</u> Two (2) doses of MMR. Dose 1 must be administered on or after the first birthday. The second dose must be administered at least 28 days after dose 1.</p>
<p>HEP B Hepatitis B</p>	<p><u>K-12</u> Three (3) doses of Hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least 8 weeks after the second dose. The last dose in the series (third or fourth dose), must not be administered before age 24 weeks.</p>
<p>Varicella (Chickenpox)</p>	<p><u>K-10</u> Two (2) doses of varicella vaccine must be administered prior to entry. Dose 1 must be administered on or after the first birthday. The second dose should be administered at least three (3) months after dose one (1); however, if the second dose is administered at least 28 days after first dose, it is considered valid. <u>Grades 11-12</u> One (1) dose of varicella vaccine must be administered on or after the first birthday.</p>



<p>MCV4 Meningococcal</p>	<p>Grade 7-11 One (1) dose of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry.</p> <p>Grade 12 Two (2) doses of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry. ****</p>
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NOTES:

- Vaccine should be administered according to the most recent version of the Recommended Immunization Schedule for Children and Adolescents Aged 18 Years or Younger or the Catch-up Immunization Schedule for Persons Aged 4 Months Through 18 Years Who Start Late or Who Are More Than 1 Month Behind, as published by the Advisory Committee on Immunization Practices. Schedules are available for print or download at <https://www.cdc.gov/vaccines/schedules/index.html>.

- Vaccine doses administered ≤ 4 days before the minimum interval or age are valid (grace period). Doses administered ≥ 5 days earlier than the minimum interval or age are not valid doses and should be repeated as age-appropriate. If MMR and Varicella are not given on the same day, the doses must be separated by at least 28 days with no grace period.

- For additional information please refer to the Ohio Revised Code 3313.67 and 3313.671 for School Attendance and the ODH Director’s Journal Entry (available at <https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/Immunization/Required-Vaccines-Child-CareSchool/>). These documents list required and recommended immunizations and indicate exemptions to immunizations.

- Please contact the Ohio Department of Health Immunization Program at (800) 282-0546 or (614) 466-4643 with questions or concerns.

* Recommended DTaP or DT minimum intervals for kindergarten students four (4) weeks between doses 1-2 and 2-3; six (6) month minimum intervals between doses 3-4 and 4-5. If a fifth dose is administered prior to the 4th birthday, a sixth dose is recommended but not required.

** Pupils who received one dose of Tdap as part of the initial series are not required to receive another dose. Tdap can be given regardless of the interval since the last Tetanus or diphtheria-toxoid containing vaccine. DTaP given to patients age 7 or older can be counted as valid for the one-time Tdap dose.

*** The final polio dose in the IPV series must be administered at age 4 or older with at least six months between the final and previous dose.



Emergency Medical Authorizations

Each parent is asked to complete and return to the School an Emergency Medical Authorization From which will be included in the Scholar's cumulative record folder. This authorization will include the necessary information the school must have should an emergency arise. It is extremely important that this authorization be fully completed and updated.

Health Screenings

Health screenings for the Scholars will be conducted in accordance with state guidelines. The School will notify the parent/guardian of the results. Any conditions discovered that may impede the scholar's health or progress will be brought to the parent/guardian's attention by the school nurse.

Emergency School Closings

Should it be necessary to close the School for weather or other emergency situations, information will be communicated over radio and television stations. Typically, if Columbus City School District is closed, Valor Academy, Inc. will also close, however, that is not always the case. As such, parents are asked to monitor television or radio to be certain.

Homeless Education Policy

This policy is intended to be in direct compliance with the Ohio Revised Codes and McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.), Act of 2001 (The Act), and should be read as consistent with those documents. The term "homeless scholars" means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- Scholars who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Scholars who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Scholars who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory scholars who qualify as homeless because the children are living in circumstances described above.
- The term "unaccompanied youth" includes a youth who is not in the physical custody of a parent or legal guardian.



- Before enrollment, it shall be determined that the scholar first meets the definition of a homeless scholar under the Act. The Act guarantees a child qualified as homeless the right to attend one of two schools: the school of origin or the school of residency.

Valor Academy, Inc. has the obligation to enroll homeless scholars as a “school of origin.” The school of origin is defined as the school that the child last attended before experiencing homelessness or the school where the scholar was last enrolled. The school of residency is defined as the neighborhood school identified by the attendance area in which the scholar is currently residing. When Valor Academy, Inc. is the school of origin, the School will keep scholars in homeless situations to the extent feasible, unless it is against the parent/guardian wishes. Scholars will be allowed to stay in the School the entire time that they are homeless and until the end of the academic year in which they move into permanent housing.

Attendance

Attendance at school is key to achievement. Students are expected to attend school regularly and on time. Parents/guardians are encouraged to partner with the school to ensure attendance and timeliness.

Parents/guardians are required to notify the school of any absence prior to the start of the school day. Similarly, parents/guardians are required to notify the School in writing in advance of early pick-up. Within 120 minutes after the beginning of each school day, the School shall make at least one attempt in compliance with ORC 3321.141 (A)(2) to contact the parent/guardian of any student absent without legitimate excuse.

Parents/guardians are encouraged to make any doctor, dentist, etc. appointments for times other than school hours when possible.

No student shall be suspended or expelled based solely on the number of absences.

Excessive Absences

A student shall be considered excessively absent when the student is absent (with a non-medical excuse or without legitimate excuse) 38 or more hours in one school month or 65 or more hours in one school year.

When a student is excessively absent the School within seven days of the triggering absence will notify the student’s parents in writing of the student’s absences. The School will develop a truancy intervention plan which may include any applicable appropriate interventions contained in this policy.



Habitually Truant

A student shall be considered habitually truant when the student is absent without legitimate excuse for 30 or more consecutive hours, 42 hours or more in one school month, or 72 hours or more in a school year.

When a student is habitually truant:

1. Within seven days of the triggering absence:
 - a. The Superintendent, Principal, or Chief Administrator shall establish an absence intervention team. The team should be based on the needs of each individual student, but the team shall include at a minimum two representatives from the School, one of whom knows the student, and the student's parent/guardian/custodian/designee/guardian ad litem ("parent"). The team may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.
 - b. The School shall make three meaningful good faith attempts to secure participation on the team by the student's parent/guardian/custodian/designee/guardian ad litem ("parent"). If the student's parent responds to any of those attempts, but is unable to participate for any reason, the School shall inform the parent of the parent's right to participate through a designee. If 7 school days elapse and the student's parent, fails to respond to the attempts to secure participation, the School shall do both of the following:
 - i. Investigate whether the failure to respond triggers mandatory reporting to the public children services agency for the county in which the child resides in the manner described in section 2151.421 of the Ohio Revised Code; and
 - ii. Develop an intervention plan for the student notwithstanding the absence of the child's parent.
2. Within 10 days of the triggering absence, the student will be assigned to the selected absence intervention team.
3. Within 14 days after the assignment of the team, the School will develop an absence intervention plan for that student in an effort to reduce or eliminate further absences. Within 7 days after developing the plan, the School shall make reasonable efforts to provide written notice of the plan to the student's parent/guardian.



4. If the student does not make progress on the plan within 61 days or continues to be excessively absent, the School will file a complaint in the juvenile court.
5. In the event that a student becomes habitually truant within 21 school days prior to the last day of instruction of a school year, the School may, in its discretion, assign one School official to work with the student's parent/guardian/custodian/designee/guardian ad litem to develop an absence intervention plan during the summer. If the School selects this method, the plan shall be implemented not later than 7 days prior to the first day of instruction of the next school year. In the alternative, the School may toll the time periods to accommodate for the summer months and reconvene the absence intervention process upon the first day of instruction of the next school year.

Interventions

Each intervention plan shall be tailored to the individual needs of the student.

However, each plan for a habitually truant student **shall** include:

- A statement that the School will file a complaint not later than 61 days after the date the plan was implemented if the student has refused to participate in, or failed to make satisfactory progress on, the intervention plan or an alternative to adjudication under ORC 3321.191(C)(2)(b)

Intervention plans may include, but are not limited to, the following interventions as are applicable and best suited to individual student needs:

1. Counseling
2. Requesting or requiring a parent, guardian, or other person having care of the student to attend parental involvement programs, including programs adopted under section 3313.472 or 3313.663 of the Ohio Revised Code
3. Requesting or requiring a parent, guardian, or other person having care of the student to attend truancy prevention mediation programs
4. Notification to the registrar of motor vehicles under section 3321.13 of the Revised Code



5. Taking legal action under section 2919.222, 3321.20, or 3321.38 of the Ohio Revised Code
6. Seeking juvenile court involvement to have a student informally enrolled in an alternative to adjudication. (If the School chooses to have students informally enrolled in an alternative to adjudication, the School shall develop a written policy regarding the use of and selection process for offering alternatives to adjudication to ensure fairness.)

Reporting

The School shall report as soon as practical to the Ohio Department of Education: when a notice of excessive absence is submitted to a parent; when a student meets the definition of habitually truant; when a student has been adjudicated an unruly child for being a habitual truant violates the court order regarding that adjudication; when an absence intervention plan has been implemented.

If the student is violating a court order regarding the student's adjudication as an unruly child for being habitually truant, the Board hereby authorizes the school's administrator or his/her designee to inform the student and parent/guardian of the violation and to notify the juvenile court.

The School may take legal action against the parent/guardian pursuant to ORC 3321.20 or ORC 3321.38 if a student is not attending school.

Withdrawal

When a student of compulsory school age withdraws from the School, the School shall attempt to ascertain the reason for the withdrawal. If the reason for the withdrawal is for a reason other than a change in residence and is not enrolled in another program, the School shall notify the registrar of motor vehicles and the juvenile court in the county in which the School is located. The notice shall be given within two weeks after the withdrawal and failure to enroll in another program permitted by law.

Automatic Withdrawal

In accordance with Ohio Revised Code 3314.03, a student will be automatically withdrawn from the School if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student.



Dress Code

UNIFORM POLICY

The purpose of Valor Academy, Inc. dress code is to create a professional, safe and respectful community where scholars can place their sole focus on learning. The dress code is in effect from the start of the school day until the end of the school day.

- **TOPS:** Scholars may wear a navy blue or black uniform polo shirt. In the colder months, scholars will be allowed to wear a plain long-sleeved shirt or turtleneck underneath their uniform polo shirt. Uniform Shirts must be tucked into pants. Shirts are always to be inside pants neatly.
- **Bottoms:** Scholars may wear khaki or navy-blue uniform pants. Girls may also wear navy-blue or khaki skirts that are knee length. Skirts may not have hems or slits that are higher than a fists length from the top of the knee. Leggings, athletic wear, stretch pants, sweatpants, spandex, and tights are not permitted. Pants should always be pulled up on the waist appropriately with a belt. **At no time** should pants be seen falling from the waist area.
- **Belts:** for boys/girls are required for pants. Belts must be solid black or brown with a plain/reasonable belt buckle.
- **Shoes:** Girls may wear tennis shoes or dress shoes. Heels, open toe shoe and open backs, and platform shoes (higher than 1 inch) are not allowed.
- **Headgear:** Scholars should not wear anything that cover their head either partially or whole. This include but is not limited to hats (of any kind), scarves, wraps, bonnets, bandanas, or any item that may cover the head. We respect religious practices, therefore if a scholar wears headgear for religion purposes, the principal will provide a written statement that will allow the scholar to wear the headgear.

If the teacher find that any unmentioned headgear is a distraction, the teacher can ask the scholar to remove such item immediately.

- **Hair accessories:** All hair accessories should be on or in the hair.
- **Belts:** for boys/girls are required for pants. Belts must be solid black or brown with a plain/reasonable belt buckle.
- **Jackets:** Scholars may wear a coat of their choosing to campus. While in class, scholars should only wear a navy blue or black sweater or jacket without a hood attached.



OTHER

- Visible tattoos, writing on self-and/or clothing is not permitted.
- Hats, hoods, bandanas, do-rags, and sunglasses are not allowed to be worn in school.
- Text on clothing/jewelry that promotes violence, alcohol, gangs, tobacco, drugs or presents sexual statement, explicit or implicit, is prohibited. Clothing that is associated with a gang is not permitted.
- Clothing, jewelry, or appearances that are determined to be distracting to the learning environment will not be permitted.

DRESS DOWN DAYS

- Scholars with dress down privileges must still follow certain dress code guidelines.
- Shorts, pajamas, open-toed shoes, and outside jackets are never permitted.
- Shirts must have sleeves, cover the stomach, and cannot be low-cut.
- Skirts must be fists length from the top of the knee, even when leggings are worn underneath.
- Clothing should not be skintight or inappropriately revealing.

Scholar Support and Success

Scholar Success

To be a successful learner, you will need to be committed to the following:

- **Persistence:** Scholars who succeed in the hybrid learning environment need to work daily in all classes and work through their challenges.
- **Time-Management Skills:** While the flexibility of hybrid learning is an advantage our scholars enjoy, it is also one of the biggest challenges. The scholar will need to be able to manage their time well by creating a schedule that fits their academic and personal needs.
- **Communication skills:** The teachers and staff at Valor Academy, Inc. are here to help you. They look forward to assisting you daily with your individual needs. We highly encourage scholars to communicate when you need help.



- **Basic Technical Skills:** Basic technical skills will be needed throughout your classes. If you do not know how to do something, it is important that you inform your teacher to get assistance. They are always willing to support you along your journey.
- **Motivation and Independence:** Learning requires self-motivation, independence, and responsibility. Scholars that stay engaged and motivated will be able to seize the many opportunities that a hybrid model can provide.
- **A Good Study Environment:** You will have various opportunities to learn the necessary content. It is strongly advised that you are in a physical space that will aid in your success.

Parents

The influence of the parent/guardian is extremely powerful. It is our goal to partner with all parents and guardians to provide the greatest support for your child. Items such as up-to-date telephone numbers, email addresses and physical addresses will help us greatly in our collective efforts to support your scholar's academic success; along with adhere to our responsibility to confirm physical addresses every 30 days or as needed. Please feel free to contact your scholar's teacher if you have any questions or concerns.

Show you think education and schoolwork are important

- Is there a set regular time every day for schoolwork?
- Does your child have notebooks, pencils, computer, calculator, and other related items to complete assignments?
- Does your child have a well-lit and quiet place to study?
- Do you stay in touch with your child's teacher?

Monitor and Assignments and progress:

- Have you met your child's teacher?
- Do you know how many lessons are in each of your child's courses?
- Do you know where the pacing calendar is and how to locate your child's syllabus?
- Do you see your child start, work on, and submit assignments?
- Do you require your child to show you feedback on assignments?
- Is TV viewing, internet surfing or video games cutting into your child's schoolwork time?
- Do you use consequences or incentives tied to school performance and progress?



Communication with the Academics and Guidance Department

- Do you keep your contact information up to date?
- Do you use the Parent Scholar portal to view what items are completed and when?
- Do you work with the teachers to resolve schoolwork problems?

Scholar Support

Certified Teachers: Scholars will receive ongoing support from highly effective teachers in class, through data, assessments, projects, and other learning opportunities.

Projects and Stations: Valor Academy, Inc. provides scholars with an award-winning digital curriculum that provides connecting opportunities to advance learning. Scholars will take advantage of working in a classroom setting with stations to gain in-depth knowledge about the given content. Some stations will consist of being teacher led, peer to peer, specified projects among other opportunities. This will allow scholars to receive the personalized learning they need, while other scholars take advantage of using critical thinking skills in a peer setting.

Interventionists: Scholars will work in small groups to take advantage of a one on one learning experience. This designed intervention will serve the greatest purpose after the scholar has had some form of data tracked. This will be the indicator for teachers to identify how to serve the scholars individually. Scholars are given different methods to address their learning needs to resolve the unfinished learning or concepts the scholar is missing. Intervention is ongoing throughout the school year and monitored to track all scholar's growth.

Code of Conduct

The code of conduct applies to any conduct that occurs:

- On School grounds during the school day or immediately before or after school hours;
- On School grounds at any other time when the school is being used by a school group;
- On or off school grounds at any school activity, function, or event; and
- Traveling to and from School, including actions on any school bus, van, or public conveyance.
- On the internet including but not limited to any social media platforms, whether on school grounds or off school grounds if the conduct affects the school's teachers and staff or the education of other Scholars.
- On the computer/laptop, assigned or unassigned.



Appropriate interventions and/or discipline measures may be imposed up to and including suspensions and/or expulsions for any violation of the code of conduct which includes, but is not limited to the following:

- Dress code violations
- Cheating
- Profane/obscene language or gestures between/toward other Scholars or staff
- Fighting/violence towards other scholars or staff
- Use, possession, sale or distribution of tobacco products, alcoholic beverages or intoxicants, and/or drugs other than tobacco or alcohol
- Use, possession, sale, or distribution of a firearm, a firearm look-alike and/or other dangerous weapon, explosive, incendiary or poison gas or any other object that may reasonably be considered a weapon
- False alarms/bomb threat
- Disobedient/disruptive behavior
- Vandalism/damage to School or personal property, to other scholars or staff property
- Class cutting
- Theft/stealing
- Harassment, intimidation or bullying
- Action that causes serious bodily injury
- Unwelcome sexual conduct
- Gang involvement
- Actions deemed to be unsafe or containing the potential to disrupt the educational setting
- Any action in violation of classroom or school rules or procedures
- Any action in violation of the rules and procedures in the Parent/Scholar Handbook or Board of Directors Board Policy Manual.

Curriculum and Grading

Curriculum

Valor Academy, Inc. provides scholars with a curriculum and hybrid model to develop critical thinking skills. Our scholars learn using rigorous, engaging and standards-based digital curriculum, which is supported and catered by certified highly effective teachers. Courses include peer discussions, unit projects, quizzes, activities as well as various practice and assessment opportunities, giving teachers great insight into individual student performance. Our instructional model consists of two groups that house a blended group of scholars in grades 4th-8th to promote enhance learning opportunities and school-wide collaboration. Scholars are



placed in a rotational setting in all classes to facilitate direct instruction from the content-area teacher, small group activities, project-based learning culminating activities and intervention, remediation and expansion activities.

To see the detailed courses, click [here](#).

Communication

Communication between scholars, families, teachers and school staff is a key component to academic success. Scholars are expected to communicate frequently and respectfully with their teachers and other school staff. Parents/guardians are encouraged to help foster healthy communication with their scholar's teacher(s).

Projects

Projects provide the opportunity for scholars to demonstrate their understanding of course content through their own words. Throughout the project-based learning process, teachers are able to focus on the scholar's greater needs. As a result, scholars benefit from project-based learning it helps to identify the concepts students struggle with and provides a pathway to re-engage scholars.

Participation

A Valor Academy, Inc. scholar is highly encouraged to participate in class and other learning opportunities. By interacting with the course and the instructor, the learner is able to participate in all course activities and earn a passing grade. Scholars are defined as participating in a course anytime they interact with their instructor or are engaged with the course, which includes preparation, coursework, activities, assessments and all other learning opportunities.

Promotion/Retention 4-8)

The promotion (advancing to the next grade) and retention (staying in the current grade) of scholars enrolled with Valor Academy, Inc. is based on the degree of success the individual scholar achieves in completing the educational program designated to meet his/her needs.

Valor Academy, Inc. has high standards for promotion. Scholars must earn their promotion to the next grade level by demonstrating mastery of the grade level's rigorous standards, as set forth by the State Board of Education. Decisions to retain a scholar will be communicated with the parent/guardian, administrator, scholar and teacher and any other staff that serves the scholar (SPED, Counselor, etc.).



The Principal/Superintendent may review the decision of a teacher to promote or retain a scholar upon request to do from the parent/guardian.

A student is prohibited from being promoted to the next grade level if the student has been absent without excuse for more than 10% of the required attendance days for the current school year and has failed two or more required curriculum subject areas in the current grade. A student may only be promoted under these circumstances if the Principal and student's teachers of any failed subject areas agree that the student is academically prepared to be promoted.

State Policy for State Test

According to the Ohio Department of Education, "State Policy Scholar Participation Requirements Public school districts and community schools (called "charter schools" in other states) are required by law to administer all required state tests to all scholars enrolled in each designated grade. Scholars having an IEP or a 504 Plan shall take the general state tests with allowable accommodations. Scholars with significant cognitive disabilities may take an alternate assessment, if they qualify, and if it is specified in writing in their IEPs. Ohio's State Tests (OST), 3301.0710 of the Revised Code, which are administered once a year, are the achievement tests for grades 3-8 and high school. Schools must account for and report any scholar who did not take a required state test. **All scholars are required to participate in state testing.**

Grading Procedures and Activities

Percentage		Letter Grade	GPA- Unweighted
93- 100%	=	A	4.0
90- 92%	=	A-	3.7
86- 89%	=	B+	3.3
83- 85%	=	B	3.0
80- 82%	=	B-	2.7
76- 79%	=	C+	2.3
73- 75%	=	C	2.0
70 -72%	=	C-	1.7
66- 69%	=	D+	1.3



63- 65%	=	D	1.0
60- 62%	=	D-	0.7
1- 59%	=	F	0.0

Grades are determined by scholar performance on teacher-graded activities and computer-graded assignments, quizzes, and exams within each course. Scholars may view their grade for each assignment through their grade book. Final grades are comprised of the following:

Checkpoints	Workbooks
Projects	Unit Exams
Discussions	Final Exams
Weekly Synchronous/Asynchronous Sessions	Close Readings, Labs, or Journals

Parent Right to Know Teacher Qualifications

Parents/guardians with a student attending a school that receives Title I funds, have the right to know the qualifications of the student’s classroom teacher. Parent who ask about the professional qualifications of their child’s classroom teacher are entitled to the following information:

- Whether the teacher has met the Ohio teacher licensing criteria for the grade level and subject areas in which the teacher provides the student instruction.
- Whether the teacher is teaching under an emergency or temporary status that waives state licensing requirements.
- The undergraduate degree major of the teacher and any other graduate degree or certification (such as National Board Certification) held by the teacher and the field of discipline of certification or degree.
- Whether the student is provided services by instructional paraprofessionals and, if so, their qualifications.



All requests must be sent to the school in writing and should include the following information: student's full name, legal parent/guardian's full name, address, city, state, zip code and teacher's name.

Visitor Policy

All visitors must report to the School office prior to visiting a classroom or other parts of the building. All visitors must be escorted by a staff member while in the building.

Parent involvement and Volunteers

To be considered a volunteer, you may be required to obtain a BCI/FBI check with no disqualifying offenses and TB test prior to working with students or attending field trips.

The School recognizes that the involvement of parents (hereinafter including guardians/caretakers/foster caregivers) and families in their children's education is critical to students' success. In order to accomplish the goal of welcoming, encouraging, and promoting parental/family involvement, the School shall:

[Create a welcoming school climate.](#)

- Provide a welcome packet for all parents visiting the school, including important school contact information, school calendar and information about the vision and mission of the school.
- Have teachers make personal contacts with families through e-mail, phone calls or home visits.
- Hold an open house, prior to school opening, at which families can meet their children's teachers, tour the school building and meet other families.

Provide families information related to child development and creating supportive learning environments.

- Provide information for parents on typical development and appropriate parent and school expectations for various age groups.
- Print suggestions for parents on home conditions and activities that support learning at each grade level.
- Partner with local agencies to provide resources to families.

[Establish effective school-to-home and home-to-school communication.](#)

- Provide information for parents on homework policies and on monitoring and supporting student work at home.
- Send home student work for parent review and comment.



- Allow access so families can frequently monitor their children’s progress.
- Clearly communicate school policies to all families.
- Establish formal mechanisms for families to communicate to administrators and teachers as needed (e.g., phone numbers, e-mail addresses, weekly hours for families to call or meet).
- Create a “suggestion or comment” box (electronic or onsite) for families to anonymously provide their questions, concerns and recommendations.

Strengthen families’ knowledge and skills to support and extend their children’s learning at home and in the community.

- Provide training and materials for parents on how to improve children’s study skills or learning in various academic subjects.
- Make regular homework assignments that require students to discuss with their families what they are learning in class.
- Provide information on community resources and activities that link to student learning skills and talents, including summer programs for students.
- Inform families of the high expectations and standards children are expected to meet in each grade level. Provide ways for families to support the expectations and learning at home.
- Engage families in opportunities to work with their children in setting their annual academic and career goals.

Engage families in school planning, leadership and meaningful volunteer opportunities.

- Invite parents to be involved at the School, including Title One planning.
- Identify family volunteer interests, talents and availability, matching these resources to school programs and staff-support needs.
(Recurring volunteers will be required to comply with background check policies of the School.)
- Create volunteer recognition activities such as events, certificates and thank-you cards.
- Host events which encourage interaction among parents.

Connect students and families to community resources that strengthen and support students’ learning and well-being.

- Through school-community partnerships, facilitate families’ access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children’s education.



- Establish school-business partnerships to provide students mentoring, internships and onsite, experiential learning opportunities.
- Connect students and families to service-learning projects in the community.
- Invite community partners to share resources at annual open houses or parent-teacher conferences.

Child Find

It is the School's policy to assist the State of Ohio in identifying, locating, and evaluating all children who may have disabilities that may be hindering their ability to receive Free and Appropriate Public Education (FAPE). The School is committed to affording all children their right to a free and appropriate education, regardless of any disability a child may have.

The School aims to identify disabilities such as autism, deaf-blindness, hearing impairment, including deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, traumatic brain injury, and/or visual impairment including blindness.

The School encourages parents, guardians, relatives, public and private agency employees, and concerned citizens to help schools find any child, birth through age 21, who may have a disability and need special education and related services. The School will contact the parents or guardians of the child to find out if the child needs to be evaluated. Free testing is available to families to determine whether or not a special need exists. If a need is identified, the child can begin receiving special education and related services.

Technology and Electronic Devices

ELECTRONIC DEVICES AND CELLULAR PHONES

Cell phones should be turned off and put away while scholars are at school. Valor Academy, Inc. is not responsible for the loss or damage of cell phones or personal electronic devices if parents elect to have their child bring one to school. Any phone or electronic device will be subject to confiscation if it creates a disruption to the academic environment. A scholar using an electronic device which creates a disruption or refusing to follow a reasonable request from a staff member pertaining to the phone or device may be subject to disciplinary action. Staff will be the final judge of the appropriateness of their use.

Please Note: The School is not responsible for the cost, usage, or replacement of lost damaged or stolen cell phones that are brought to school whether confiscated by the staff or in the student's possession.



MISUSE/USE OF LAPTOP/COMPUTER

All laptops/computers are to be used in a responsible, efficient, ethical, and legal manner. Failure to adhere to this policy and the guidelines below will result in the revocation of the user's access privilege.

Unacceptable uses of the laptop/computer includes but is not limited to:

1. Willfully and/or purposely tossing, assigned or unassigned computer/laptop;
2. Willfully and/or purposely throwing, assigned or unassigned computer/laptop;
3. Aggressively setting on surface any assigned or unassigned computer/laptop;
4. Kicking, assigned or unassigned computer/laptop;
5. Purposely dropping assigned or unassigned computer/laptop on any surface;
6. Dismantling any part of assigned or unassigned computer/laptop including but not limited to keyboard;
7. Purposely etching or scratching any part of assigned or unassigned computer/laptop, and;
8. Permanently modifying any part of assigned or unassigned computer/laptop

Scholars engaging in any of the behaviors described above are subject to severe penalties including:

1. Denial of access to computer;
2. Verbal or written reprimand;
3. Detention;
4. Suspension;
5. Criminal charges;
6. Providing reimbursement for damaged computer;
7. Expulsion By signing the Parent/Student contract page at the end of the handbook, the parent and the student agree:
 - To abide by all school policies relating to the use of technology;
 - To release all school employees from any and all claims of any nature arising from the use or inability to use the technology;



- That the use of computer is a privilege; and
- That use of the computer will be monitored, and there is no expectation of privacy whatsoever in any use of the technology.

MISUSE/USE OF TECHNOLOGY

Technology can greatly enhance the instructional program, as well as the efficiency of the School. Valor Academy, Inc. recognizes that careful planning is essential to ensure the successful, equitable, and cost-effective implementation of technology-based materials, equipment, systems, and networks. Computers and use of the school's network or on-line service support learning and enhance instruction, as well as assist in the administration. Computer networks allow people to interact with many computers; the Internet allows people to interact with hundreds of thousands of networks. All computers are to be used in a responsible, efficient, ethical, and legal manner. Failure to adhere to this policy and the guidelines below will result in the revocation of the user's access privilege.

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

1. violating the conditions of the Ohio Revised Code dealing with scholars' and employees' rights to privacy;
2. using profanity, obscenity or other language which may be offensive to another user;
3. reposting (forwarding) personal communication without the author's prior consent;
4. copying commercial software in violation of copyright law;
5. using the network for financial gain, for commercial activity or for any illegal activity;
6. accessing and/or viewing inappropriate material; and
7. using software or web sites intended to circumvent the district's web filtering system.

Because access to on-line services provides connections to other computer systems located all over the world, users (and parents of users who are under 18 years old) must understand that the school cannot control the content of the information available on these systems. Some of the information available is controversial and sometimes offensive. Valor Academy, Inc. does not condone the use of such materials. Employees, scholars, and parents of scholars must be aware that the privileges to access on-line services are withdrawn from users who do not respect the rights of others or we do not follow the rules and regulations established. Along with monitoring the online activities of minors, the school will educate minors about appropriate online behavior,



including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

Scholars engaging in any of the behaviors described above are subject to severe penalties including:

1. Denial of access to computer and network equipment and resources
2. Verbal or written reprimand
3. Detention
4. Suspension
5. Criminal charges
6. Expulsion

By signing the Parent/Student contract page at the end of the handbook, the parent and the student agree:

- To abide by all school policies relating to the use of technology;
- To release all school employees from any and all claims of any nature arising from the use or inability to use the technology;
- That the use of technology is a privilege; and
- That use of the technology will be monitored, and there is no expectation of privacy whatsoever in any use of the technology.

Academic Integrity and Plagiarism

All scholars are expected to conduct themselves with honor and academic integrity. Valor Academy, Inc. uses Turnitin software to protect the academic integrity of work submitted. All scholars will follow appropriate citation guidelines to ensure that proper credit is given to the authors or creators of any work used. Under no circumstances will a scholar be permitted to cheat or plagiarize, and disciplinary measures will be taken in the event of this type of scholar misbehavior.

Plagiarism is defined as presenting someone else's work, including the work of other scholars, as one's own. Any ideas or materials taken from another source for either written or oral use must be part of a works cited acknowledgement unless it is common knowledge. Sources may include, but are not limited to, the World Wide Web, books, articles, and media presentations and recordings.



Examples of plagiarism

- Directly quoting another person's actual words, whether oral or written;
- Using another person's ideas, opinions, or theories
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- Borrowing facts, statistics, or illustrative material; or
- Offering materials assembled or collected by others in the form of projects or collections.

Common knowledge is information that is commonly known by most people and its content can vary from course to course.

Cheating involves submitting work in an assignment or exam that is not your own.

It can include the following:

- Copying someone else's work
- Allowing someone else to copy your work
- Having someone else complete your work for you
- Accessing homework cheat sites on the internet that do the work for you

If a scholar is found to have plagiarized or cheated, the following discipline measures may be taken, depending on the severity and frequency of the occurrence(s).

- No credit for the assignment
- Parent/Teacher conference
- Parent/Teacher/Administration conference
- Suspension
- Long-Term Suspension
- Expulsion

Publication of the Prohibition Against Harassment, Intimidation, and Bullying

At least once each year, a written statement describing the policy and the consequences for violations of the policy shall be sent to each scholar's custodial parent/guardian. The prohibition against harassment, intimidation, or bullying shall be publicized in scholar handbooks and in School publications that set forth comprehensive rules, procedures and standards of conduct for scholars. Information regarding the policy shall be incorporated into employee training materials. The following statement shall be included:



Harassment, intimidation, or bullying behavior by any scholar at Valor Academy, Inc. is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Harassment, intimidation, or bullying", in accordance with R.C. 3313.666 means any intentional written, verbal, graphic or physical act including electronically transmitted acts i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device, either overt or covert, by a scholar or group of scholars toward other scholars, including violence within a dating relationship, with the intent to harass, intimidate, injure, threaten, ridicule, or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school provided transportation, or at any official school bus stop that a reasonable person under the circumstances should know will have the effect of:

- A. Causing mental or physical harm to the other scholars including placing an individual in reasonable fear of physical harm and/or damaging of scholars' personal property; and,
- B. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other scholars.

Cyberbullying

Cyberbullying is, but not limited to, any act of bullying or harassment committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Intimidation

Intimidation is intentional behavior by a scholar or group of scholars that places another scholar or group of scholars in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Sexual Harassment and/or Discrimination

Valor Academy, Inc. is committed to ensuring that scholars enjoy an educational and work environment that is free from harassment or unlawful discrimination. Valor Academy, Inc. shall take prompt and appropriate disciplinary action to address scholar violations of this policy. All Valor Academy, Inc. scholars are always expected to conduct themselves so as to maintain an atmosphere free from sexual harassment.



- A. Sexual harassment is conduct on the basis of sex that satisfies one or more of the following:
1. Conditioning the provision of an aid, benefit, or service of the School on an individual's participation in unwelcome sexual conduct. (quid pro quo)
 2. Unwelcome conduct determined by a reasonable person to be so severe, and pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity.
 3. Sexual assault as defined in the Clery Act 20 U.S.C. 1092(f)(6)(A)(v), dating violence 34 U.S.C. 12291 (a)(10), domestic violence 34 U.S.C. 12291(a)(8), or stalking as defined in the Violence Against Women Act 34 U.S.C. 12291(a)(30).
- B. Complaints of Sexual Harassment. Procedures for filing and the investigation of allegations of sexual harassment are addressed in Compliance with Title IX of the Educational Amendments of 1972 regulations. The Title IX coordinator is designated above in this handbook.

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry related to a complaint of aggressive behavior and/or bullying is prohibited. Such retaliation shall be considered a serious violation of school policy and independent of whether a complaint is substantiated and may result in disciplinary action. This may include suspension or up to expulsion for scholars, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position. Individuals may also be referred to law enforcement officials. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as aggressive behavior and/or bullying.

Remedial Actions

Verified acts of harassment, intimidation, or bullying shall result in an intervention by the building principal or his/her designee that is intended to provide that the prohibition against harassment, intimidation, or bullying behavior is enforced, with the goal that any such prohibited behavior will cease. Harassment, intimidation, and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other scholars. Accordingly, there is no one prescribed response to verified acts of harassment,



intimidation, and bullying. While conduct that rises to the level of "harassment, intimidation, or bullying," as defined above will generally warrant disciplinary action against the perpetrator of such prohibited behaviors whether or to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building principal. The following sets forth possible interventions for building principals to enforce the school's prohibition against "harassment, intimidation, or bullying."

Non-Disciplinary Interventions

When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, scholars may be counseled as to the definition of harassment, intimidation, or bullying, its prohibition, and their duty to avoid any conduct that could be considered harassing, intimidating, or bullying.

If a complaint arises out of conflict between scholars or groups of scholars, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

Disciplinary Interventions

When acts of harassment, intimidation, and bullying are verified and a disciplinary response is warranted, scholars are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action. In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation. Expulsion may be imposed in accordance with school policy. This consequence shall be reserved for serious incidents of harassment, intimidation, or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors. Reporting Obligations If after investigation, acts of harassment, intimidation, or bullying by a specific scholar are verified, the principal shall notify, in writing the custodial parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such scholar, a description of such discipline.

Report Obligations

If after investigation, acts of bullying against a specific scholar are verified, the Principal shall notify in writing the custodial parent/guardian of the victim of such finding. In providing such notification, care shall be taken to respect the statutory privacy rights of the perpetrator of such



harassment, intimidation, or bullying.

See the Anti-Harassment, Intimidation and Bullying Policy and the Positive Behavior Interventions and Support Policy in the Board Policy Manual for more information.

School Bus Conduct

Once a student boards a school bus, he/she comes under the authority of school officials. The driver of a school bus carries a heavy burden of responsibility for the lives of boys and girls—his/her passengers. He/she must give full attention to driving while students are in transit. In order to do this, the following rules must be followed by students:

1. Railroad Crossing—Be quiet. Do not talk when the bus is approaching a railroad crossing or highway intersection.
2. Seats—Drivers will assign seats and have a seating chart with them. Students must remain seated in assigned seats.
3. Windows—Keep hands, heads, books, and miscellaneous objects inside the bus, never outside the windows. Windows are to be opened with approval of the driver only.
4. Eating—Eating on the bus is not permitted. Exceptions may be made only with the approval of the superintendent or his/her designee.
5. Quiet—Talk quietly; no yelling inside the bus or out the window.

Notification of Rights under FERPA

FERPA

Valor Academy, Inc. has established written policies regarding the collection, storage, retrieval, use and transfer of scholar educational information collected and maintained pertinent to the education of all scholars to ensure the confidentiality of the information and to guarantee parents'/guardians' and scholars' rights to privacy. These policies and procedures are following federal and state laws.

The Family Education Rights and Privacy Act (FERPA) affords families and majority age scholars rights to their education records. These rights are as follows:

1. **Right to Inspect and Review.** Parents have the right to inspect and review a scholar's



education records within 45 calendar days from the day the school receives a request for access. Requests should be submitted in writing to the School administration and clarify the records to be inspected and/or reviewed.

2. **Right to Amend Education Records.** Parent may request to have their scholar's educational records amended if they believe the information is inaccurate or misleading or otherwise in violation of the scholar's privacy rights. The request should be made in writing to the School Administration clearly identifying the part of the record the parent(s) want changed and specifying why it is inaccurate or misleading. If the School decides not to amend the record as requested, the parent(s) will be notified of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the parent(s) when notified of the right to a hearing. After the hearing, if the School still decides not to amend the record, the parent or eligible scholar has the right to place a statement with the record setting forth his or her view regarding the contested information.
3. **Right to Consent to Disclosure.** Parent(s) or eligible scholars have the right to require their consent to disclosure of personally identifiable information contained in the scholar's education records by the prior written consent of the parent(s) or eligible scholar(s), except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Valor Academy, Inc. may be required to disclose scholar information pursuant to lawful requests, such as subpoenas or court orders, or in compliance with applicable laws. Valor



Academy, Inc. does not reveal information until it is determined that the information requested by law enforcement or private litigants meets applicable legal standards. Additionally, Valor Academy, Inc. may share scholar information when we believe it is necessary to comply with the law, to protect Valor Academy, Inc. interests or property, to prevent fraud or other illegal activity within the Valor Academy, Inc. name, or to prevent imminent bodily harm. This may include sharing information with other companies, lawyers, agents, or government agencies.

4. **Right to File a Complaint.** A parent or eligible scholar has the right to file a complaint with the Family Educational Rights and Privacy Act Office in Washington D.C., if they believe that the district has violated the provision of FERPA. If a family or majority age scholar wishes to file a complaint alleging a FERPA violation, he or she should first contact the School Administration. If a reasonable solution is not made at the school level the complainant has the right to file a complaint with the U.S. Department of Education. The name and address of the office that enforces FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Directory Information

While FERPA permits schools to adopt a policy allowing the release of Directory Information Policy under which “directory information” concerning students may be released to the public under certain circumstance, schools are not required to do so. Whereas the School has not adopted such a policy, the School’s practice in compliance with FERPA is not to release education records or personally identifiable information in the absence of explicit consent from a parent or student over the age of eighteen.

Valor Academy, Inc. will allow access to records in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as pertaining to release of records. Access to or the release of records will only be given to parents who have a legal right to the records of their child.

Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English. You may contact the Ohio Department of Education at (877) 644 -6338.

Custody



In most cases, natural parents shall be given reasonable access to their children at school and to their children's educational records. Exceptions to this will be made in cases where there are court orders restricting the rights of a parent to access a child and/or the child's educational records. It shall be the responsibility of the natural parent who has a court order restricting the rights of the other (non-custodial) parent to a child or the child's educational records to notify school officials of the conditions of the court order and to provide school officials with a current copy of the court order.

In cases in which a person other than the natural parent has been granted guardianship, the rights and privileges of the natural parent shall be considered divested, in the absence of court action granting the natural parents specific rights. In cases of guardianship, the legal guardian shall be responsible for notifying school officials of the conditions of the guardianship and for providing school officials with all pertinent written documentation or changes.

Safety and Security

- Scholars agree not to meet anyone virtually or in person, as well as communicate through any unauthorized sites, while using technology.
- Scholars will promptly disclose to the Valor Academy, Inc. staff of any message they receive that is inappropriate, offensive, or feels uncomfortable.
- Scholars may not attempt to gain unauthorized access to the Valor Academy, Inc. network or to any other computer system connected to the Valor Academy, Inc. school network. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
- Scholars may not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses.
- Valor Academy, Inc. is not responsible for any loss of data that is a result of system failure.
- Valor Academy, Inc. may post links to other websites within the PSP or LMS. Valor Academy, Inc. is not responsible for the privacy practices of non-affiliated websites
- Valor Academy, Inc. encourages all scholars to be aware when they leave the school site and to read the privacy statements of every website that collects personally identifiable information.
- Valor Academy, Inc. takes appropriate precautions to protect scholar information. All account information is located on a secured server behind a firewall. When scholars enter sensitive information (such as username or password), Valor Academy, Inc. encrypts that information using secure socket layer (SSL) technology.

Anti-Gang



The School prohibits students from engaging in gang activities while at School, on School property, to or from School, or at School-related functions and events.

The term “gang” is defined as any non-school sponsored group of students with secret and/or exclusive membership, whose purposes or practices include unlawful or anti-social behavior as well as actions that threaten the welfare of others

The term “gang activity” is defined as any conduct engaged in by a student:

- On behalf of a gang;
- To perpetrate the existence of a gang;
- To effect or promote the common purpose and design of any gang, including the wearing of apparel, jewelry, or symbols;
- To recruit for membership in a gang;
- To threaten or intimidate by use of gang affiliation; or
- To represent a gang affiliation, loyalty or membership in any way while on school grounds or while attending a school function.

Any student who violates this Policy will be subject to disciplinary action, up to and including expulsion from School and may further be subject to criminal prosecution.

Drug and Weapon Free

In accordance with applicable law, the school prohibits the use, possession, concealment, or distribution of drugs by scholars on school grounds, in the school building, on school buses, or at any school related event. Drugs include any alcoholic beverage an anabolic steroid, and any dangerous controlled substance as defined by state or federal statute, or any substance that could be considered a “look alike” controlled substance. All Scholars are required to comply with this section. Any Scholar who violates this section will be subject to disciplinary action up to and including expulsion from the school and possible notification of law enforcement officials.

No student, visitor, volunteer or staff member at any time, for any reason shall possess, handle, transmit, or use any object, which can be reasonably considered a weapon or considered a “look-alike” weapon in or on property of the school, school bus, or any school-sponsored activity held away from the school property. Possession of a weapon may result in immediate expulsion and involvement of local law enforcement.



Any instrument capable or appearing capable of causing serious bodily injury to a person and which is intended to be used, or is represented as capable of inflicting serious bodily harm or property damage as well as endangering the health and safety of others is considered a weapon.

Search Policy

To maintain a safe and orderly educational environment, School officials may search the person or property, including vehicles, of students, visitors, and others on School property and at or during a School sponsored event, whenever they reasonably suspect a violation of law or of School policies.

School officials may seize any illegal, unauthorized, or contraband materials discovered in the search.

There is no right or expectation of privacy in School lockers or other storage areas or property owned by the School or its affiliates, contractors, or designees.

Random or periodic general inspections of School property may be conducted by School officials or their designees for any reason or no reason at any time without notice, and without consent.

The Board of Directors of the School hereby authorizes the use of metal detectors and canines for searches

Health Guidelines for In Person School Attendance

Do **not** send your child to school in-person if any of the following symptoms or conditions exist:

- **Fever of 100 degrees or higher in the last 24 hours.** Consult your child's healthcare provider for guidance on when to return to school.
- **Coronavirus/COVID-19 Related Symptoms or Exposure.**
 - In the last month, your child or member of the household has been in contact with someone who was confirmed or suspected to have COVID-19.
 - Your child or member of the household has symptoms of COVID-19, which currently include: fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea Visit the CDC website for updates: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>



- **Vomiting and/or diarrhea.** If your child has two or more episodes during the previous evening or night, he/she should not attend school. Consult your child's healthcare provider if vomiting and/or diarrhea continues for more than 48 hours, your child has a fever, or his/her condition worsens.
- **Rash.** Consult your child's healthcare provider for guidance on if your child should return to school.
- **Untreated infected skin patches** that have weeping fluid and are on an exposed surface that cannot be covered with a waterproof dressing.
- **Bacterial Infection.** Your child may return to school after taking prescribed antibiotics for 24 hours.
- **Pink eye.** If your child has thick mucus or puss draining from the eye, consult your child's healthcare provider for guidance on when to return to school. If an antibiotic is prescribed, your child must be on the medication for 24 hours before returning to school.
- **Lice.** Contact the school for lice procedures.

Consult your child's healthcare provider regarding other symptoms of illness: excessive tiredness, pale, difficult to wake, confused or irritable, lack of appetite, productive or continuous coughing, sneezing, headache, body aches, earache, sore throat. Some illnesses, such as strep throat, require a test. Returning to school in-person too soon may slow your child's recovery process and expose others unnecessarily to illness.

In addition to my and my child's general responsibility to abide by all School policies and procedures, I specifically acknowledge that COVID-19 may require additional safety protocols. By signing below I agree to follow procedures as may change from time to time due to the changing nature of the virus and updated information regarding safety. I agree to assist my child in following School protocol with regard to wearing a protective face covering, practicing social distancing, and hand washing. I agree to monitor my child for symptoms in accordance with the "Health Guidelines for In-Person School Attendance" included herein and as may be updated. I agree to notify the School if my child develops symptoms or if I have reason to believe my child has been exposed to a person with COVID-19.



Mandatory Reporting

The law does not recognize confidentiality between scholar and school personnel. The Ohio mandatory reporting law Ohio Code 2151.421 requires that school personnel or any person who has responsibility for the care or treatment of a minor, who reasonably believes that a minor has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect shall immediately report or cause a report to be made of this information.

Report Child Abuse or Neglect

Ohio Child Abuse Hotline

1-888-O-H-CHILD (1-888-642-4453)

Online reporting link: <https://jfs.ohio.gov/ocf/reportchildabuseandneglect.stm>

Parent/Student Handbook Contract 2021-2022

Student's Name: _____ Grade: _____



PRINT

Parent's/Guardian's Name: _____

PRINT

We have read and understand all the information contained in this manual including student code of conduct, internet usage policy and related policies. We agree to abide by and support the school's policies and code of Conduct in the Parent - Student Handbook and all policies included in the Board of Director's Board Policy Manual.

By signing we acknowledge that we are aware that the symptoms of COVID-19 may include are fever, chills, muscle pain, cough, sore throat, shortness of breath/difficulty breathing, and/or new loss of taste or smell (This list does not include all possible symptoms. CDC will continue to update its website as we learn more about COVID-19. See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>).

We acknowledge that if my child/Student develops these symptoms or comes into contact with a person that is suspected/confirmed of having COVID-19 that the parent/ guardian will immediately contact the School. We agree to support and adhere to guidelines for safety. For updated information and resources regarding COVID-19, please visit www.coronavirus.ohio.gov or <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Agreed to by:

Student's Signature:

Date:

Parent / Guardian's Signature:

Date:

Please return signed form to school Office. This agreement will be placed into the student's file.



Media Release

STUDENT INFORMATION

Please print clearly:

Student Name: _____

Age: _____

Grade: _____

School: _____

City/Town/Zip: _____

TO BE COMPLETED BY PARENT or GUARDIAN:

I/We understand that as part of my/our child’s/my attendance at the school, photos, videos, and quotations may be taken for use in publications and reports about the program, including but not limited to the yearbook, graduation programs, recognition lists and extra-curricular programs. I/We further understand that members of the news media invited to cover the program may take photos, videos, and quotations. I/We grant permission to use such materials for the promotion of the program.

Signature of Parent or Guardian	Date
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PLEASE FILL OUT THIS FORM CLEARLY AND COMPLETELY.

