

Spokane Virtual Academy Student Expectations

Students Have a 21 Calendar Day Trial Period

Participating in Spokane Virtual Academy (SVA) is a privilege. SVA is an ideal environment for a motivated learner who seeks the independence of completing coursework that runs “parallel” with the Spokane Public Schools curriculum. SVA, though, is not an appropriate match for all students. Therefore, a 21-calendar day trial period (three weeks) is established each semester to assess a student’s ability and desire to complete SVA coursework independently, whether attending synchronously or asynchronously.

For SVA to be viewed as a good match for students, they must attend synchronous virtual classes, as assigned, maintain Weekly Contact with their instructor, and maintain Adequate Progress in assigned coursework each week.

Students who meet our participation standards during the 21-day trial period will be invited to continue with SVA. For students who do not meet the standards outlined below, they may withdraw from SVA without penalty and placed back at their neighborhood school.

Students who continue in SVA after the 21-day trial period will be fully vested in their courses of study. In general, a student who withdraws or is dropped from an SVA course after the 21-day trial period and does not enroll in the same course in his or her home school will receive a semester grade of “F.”

Please note: Students who withdraw from SVA courses cannot be guaranteed there will be room for placement in courses in their home schools.

Students Must Attend Synchronous Classes, as assigned, and Maintain Weekly Contact

According to Washington State law, students must have weekly personal contact with their instructors. Direct personal contact shall be for the purposes of instruction, review of assignments, testing, reporting of student progress, or other learning activities.

- Students assigned synchronous virtual classes need to attend as scheduled each week.
- Students who are asynchronous only are required to maintain teacher weekly contact a minimum of once a week and maintain adequate progress in assigned coursework.
 - Asynchronous only students who do not maintain weekly contact and/or maintain adequate progress in assigned coursework, will be scheduled into synchronous classes and/or support sessions.
 - For asynchronous only, the student-maintained direct personal contact requirement can be fulfilled by a two-way exchange with the instructor, such as:
 - ✓ An assignment/ test/ activity posted to Blackboard that an instructor grades and/or provides feedback on
 - ✓ Participation in a discussion board, blog or chat with the instructor
 - ✓ Face-to-face meeting with the instructor

- ✓ E-mail exchange with the instructor – explaining, for example, progress being made in the course or to ask a question
- ✓ Phone call with the instructor
- ✓ An e-mail or phone call with student and parent or guardian to the instructor
- ✓ Instant messaging with the instructor
- ✓ Interactive video communication with the instructor
- ✓ Other means of digital communication with the instructor.

Again, attending assigned synchronous sessions and maintaining weekly contact with the instructor is a basic requirement of SVA and the responsibility of the student. Students who fail to do so are in noncompliance with SVA rules of participation and Washington State Laws.

Students Must Maintain Regular Progress

One of the advantages of SVA is that it allows for a flexible learning environment. Students may work on their assignments when and where they would like independently. At the same time, though, **Washington State Law requires students to make academic progress in their assigned coursework.**

Student progress will be evaluated against progress benchmarks which are clearly defined in the course for each week and each month. In addition to the course schedule, these benchmarks may also come in the form of lesson, unit, assignment and/or assessment completion dates. These established progress benchmarks will allow teachers and students to assess the students' educational progress in meeting the course learning standards. At a minimum, students must turn in at least one assignment per week to maintain a status of "making progress," but will need to complete all the instructor is asking for each week in order to "make adequate progress" and complete the coursework on time.

Students who do not meet "adequate progress" and course schedule benchmarks may, at the discretion of SVA administration, removed from the course within the 21-day trial period or placed on a more restrictive student "intervention plan" (also called a "student success plan") for their learning after the trial period, which may include a schedule of synchronous classes and/or support labs. Any student not making progress at any point in the course for more than 21 days may be removed from the course at the discretion of SVA administration.

A student who withdraws or is dropped from an SVA course after the 21-day trial period and does not enroll in the same course in his or her home school will receive a semester grade of "F."

SVA would like to welcome all students who will to make regular academic progress in our virtual classes.

Students Must Maintain Academic Integrity

Our vision for learning at Spokane Virtual Academy is that we demand the highest standard of achievement and excellence from our students. Optimal learning and rigor are the result of students developing and communicating their own thinking and findings in a disciplined community. The SVA

community supports development of well-rounded students who personify trustworthiness, respect, responsibility, and good character.

Cheating as defined by Spokane Public Schools Policy 3200 is, but is not limited to, knowingly submitting the work of others represented as his/her own (i.e., copying from others, using information or technology not authorized by the teacher, asking someone for improper help on an assignment/exam, and/or gaining or providing unauthorized access to exam materials). Cheating also includes the aiding and abetting of cheating by others.

Plagiarism as defined by Spokane Public Schools Policy 3200 is, but is not limited to, the unauthorized use of the language and thoughts of another author and the representation of them as one's own. It is the students' responsibility to clearly document the source of information used in work submitted as their own (as defined by the MLA Handbook).

District Verification of Student Work per Spokane Public Schools Procedure 2255 states that the district will use reliable methods to verify a student is doing his or her own work. These include, but are not limited to: proctored examinations, proctored projects, in-person presentations, and real-time presentations using video conference technology.

Spokane Virtual Academy Grading Policy and Report Cards

Elementary: Elementary student achievement is reported on once per semester using standards-based grading to accurately describe and communicate, to all stakeholders, a student's achievement toward specific state standards on a 4-point scale to inspire growth in student learning. To assist in a common understanding of Standards-Based Grading & Reporting, the following are the descriptors for the SPS Grading Scale included on the elementary report card:

- **4 - Above Standard at this Time:** In addition to achieving a Level 3, student is able to independently demonstrate in-depth inferences, applications and/or more complex understandings that go beyond what was taught.
- **3 - Meeting Standard at this Time:** Student consistently demonstrates grade level skills and knowledge independently.
- **2 - Approaching Standard at this Time:** Student is making progress toward meeting the grade level expectations, sometimes showing evidence of meeting the standards, at other times showing lack of understanding or ability to apply the concept or skills independently.
- **1 - Beginning Work Toward Standard at this Time**
- **NA - Not Assessed at this Time**

Part of standards-based grading is using quality assessments of content standards to determine grades. Grading for elementary students is based on the most current evidence available, representing a growth model for calculating grades. That means more recent performance factors more heavily in the overall score. In standards-based grading, grades are focused on achievement. Other factors such as participation, which promotes learning and social development, are reported separately.

Middle and High School: Grade point averages for courses eligible for middle and high school credit will be calculated in the following manner once per semester:

Each student's "grade point average" will be the sum of the point values, of all the marks/grades received for all courses attempted divided by the sum of the credits for all courses attempted.

The grade point value will be calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.

Table #1: Spokane Public Schools Official High School Grading Scale

Percentage **	Letter Grade	Grade Point*	Honors Class Rank Weighting **	AP/IB Class Rank Weighting **
93-100	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
60-66	D	1.0	1.5	2.0
Below 60	F	0	0	0

*Based on WAC 392-415-050

**WAC 392-415-050 does not assign percentages or class rank weighting; these columns are SPS-determined. Percentages will be rounded to the nearest whole number. For example, 81.4% rounds to 81%, 81.5% rounds to 82%.

Withdrawn (W), ungraded (U), satisfactory (Waiver) (S), passing (P), and nonpass (N) marks may also be used. These marks have no grade point value, will be clearly identified, and are excluded from the calculation of grade point average.