



MARANATHA

# MVA Handbook 2015-2016

Maranatha Virtual Academy

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# INTRODUCTION

## School Calendar (2015-2016)

### 1<sup>st</sup> Semester

- Beginning of 1<sup>st</sup> Semester: August 31
- Thanksgiving Break: November 25-27
- Christmas/New Years' Break: Dec. 24 – Jan. 2
- End of 1<sup>st</sup> Semester: January 8

### 2<sup>nd</sup> Semester

- Beginning of 2<sup>nd</sup> Semester: January 11
- President's Day (Holiday)
- Good Friday (Holiday)
- End of 2<sup>nd</sup> Semester: May 6

## Welcome to Maranatha Virtual Academy (MVA)

Maranatha Virtual Academy is a subsidiary organization of Maranatha Baptist University, Watertown, WI. Maranatha Baptist University is unique in Christian higher education, founded on the understanding that an excellent, broad-based academic and professional preparation in the arts and sciences is indispensable to its founding vision of educating young people with a "mission mentality" for effective Christian ministry and service. The university is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and the Department of Teacher Education is recognized by the Wisconsin Department of Public Instruction for elementary and secondary teacher licensure.

Maranatha Virtual Academy (MVA) seeks to offer a top-quality, virtual Christian education to young people around the globe. Thus, MVA's Christian teachers will utilize the curriculum offered by K<sup>12</sup>, Inc., the premiere provider of online education that offers more online courses than any other K-12 curriculum provider. MVA will also benefit from K<sup>12</sup>'s state-of-the-art technical, administrative, and support services.

The purpose of this Parent-Student Handbook is to clarify mutual expectations. Since MVA is a virtual school, school personnel, parents, and students will work together remotely. One of the challenges of working together remotely is trust; and, trust comes from sharing important information, maintaining good and regular communications, setting clear expectations, and then living up to our mutual commitments. This Handbook has been compiled in the spirit of that first step toward building new friends and community trust.

The benefits of the MVA virtual school program are numerous:

- Students are able to work at their own pace with the K<sup>12</sup> curriculum.
- Parents or local school personnel are actively involved in the education of their children.
- Young people are taught a good work ethic through the virtual program.
- Students are quickly able to see the results of their progress.
- Students are able to work with Christian teachers in their courses.

# CURRICULUM

## Curriculum Disclaimer

MVA courses are built on the best available learning science. Teachers work with students in small groups and one-on-one using individual and online communication and conferencing tools.

MVA is offering these exceptional resources and opportunities through K<sup>12</sup>, Inc. MVA considers it a privilege to work with the leading innovator and provider of K-12 distance learning curriculum and services worldwide.

The K<sup>12</sup> curriculum's conservative, traditional approach to subject matter is designed for use by public, private, and home-school students. However, not all aspects of the K<sup>12</sup> curriculum present Maranatha's biblical worldview. MVA integrates a Christian worldview into its courses through its teachers and supplemental resources.

## Required Coursework

High school students (grades 9-12) must have passing grades for the following coursework to graduate:

- Bible: 1 credit for each year of full-time enrollment as a junior or senior
- English: 4 credits
- Social Studies: 3 credits, including U.S. History, World History, and Government
- Mathematics: 3 credits, including Algebra I or above
- Science: 3 credits, including at least one credit in a physical science course and one in a life science course
- Technology & Computer Science: 1 credit
- Physical Education/Health: 1/2 credit

Students will need passing grades in a total of 24 credits of high school coursework to graduate. *One credit = two semesters of passing work.*

Parents of full-time MVA freshmen or sophomores are encouraged to include a structured Bible curriculum as part of their children's education. Full-time MVA juniors and seniors can meet their Bible course requirement by taking college-level Bible courses online for dual credit.

## Special Education or English as a Second Language

Programs in special education and English as a second language are not offered.

## MVA Teachers

MVA has assembled a talented group of highly qualified teachers on the staff. They are trained to help your children be successful in their educational programs. Teachers have the following responsibilities to their MVA families:

- Maintain regular office hours that are communicated to families.
- Inform families of any changes in their schedules due to meetings, outings, illness, or unforeseen events.
- Help promote strategies for using the OLS effectively.
- Conduct regular conference calls with parents and students.
- Respond within 24 hours to electronic messages and telephone calls.
- Inform parents of important update information from MVA or K<sup>12</sup>.
- Request, assess, and provide feedback on student work on a regular basis.
- Monitor daily attendance, progress, and achievement in the K<sup>12</sup> curriculum.

## Learning Coach/Mentor Expectations

Learning Coaches/Mentors are an important part of students' distance learning success. Typically, parents serve as their children's Learning Coaches/Mentors. However, school staff members also may serve in that role.

Full-time high school students should expect to devote approximately 6-7 hours per day to their courses. High School students will spend between 75% and 85% of their time online. Although high school students are expected to be more independent learners than younger students, Mentors must stay actively involved in their high school students' academic programs.

# PARENT COMMITMENT

Successful pursuit of distance education requires parental commitment to the discipline and organization inherent in managing a first-class education. As part of the enrollment process, parents of full-time students will be asked to read and affirm their understanding of the following "I Understand" statements:

- **I understand that Maranatha Virtual Academy is a private Christian school supported by regular tuition payments and that those tuition payments are not reimbursed by a local school district.**
- **I understand that I am obligated for 30% of the price of the course(es) in which my child is enrolled as soon as the materials are shipped.**
- **I understand that as my child's parent/legal guardian, both my child and I will be required to follow the policies set forth in the Maranatha Virtual Academy Parent/Student Handbook.**
- **I understand that it is my responsibility to secure an Internet Service Provider and maintain internet filtering software.**
- **I understand that I am expected to become knowledgeable about the K<sup>12</sup> curriculum.**
- **I understand that I am expected to follow the guidance and support of a professional teacher in implementing the K<sup>12</sup> curriculum with my child.**
- **I understand that regular attendance and progress is a requirement of Maranatha Virtual Academy.**
- **I understand that any high school student must adhere to all rules published in the Parent/Student Handbook regarding postings in the Class Buzz area of the high school Learning Management System and that Maranatha Virtual Academy will not accept liability in any form for postings in that area.**
- **I understand that the primary learning coach/mentor is required to log accurate attendance and progress each day of school, to participate in all conferences scheduled with my child's teacher(s) during normal work hours, and to submit work samples as requested by my child's teacher.**
- **I understand that my child must comply with any state-mandated testing requirements for students of his age/grade level.**

## Family or Student Record Changes

Parents are required to update their contact information in the "My Account" section of the OLS whenever there is a change in email, telephone number, guardianship, or address. Please ask your student's teacher for assistance, if needed.

## State Requirements

MVA meets Wisconsin's organizational, education, and program length requirements applicable to religious private schools. Typically, full-time students must complete at least 875 hours of attendance before credit can be given for the year's work. Part-time students are responsible for meeting the attendance requirements of their schools of record.

Parents of prospective students should verify their states' compulsory attendance laws. Parents should not assume that enrollment in MVA satisfies local or state requirements for compulsory school attendance or home education.

## Logging Attendance

Since MVA is a non-public school, full-time students must meet state attendance requirements. Attendance is to be recorded online. Questions regarding recording the attendance may be addressed to the child's teacher(s).

1. **When can learning coaches/mentors log attendance?** They are able to log attendance from the first day of school until the last day of school.
2. **What constitutes earned attendance hours?** Attendance hours are hours that are spent in student preparation for the daily lessons, student "seat time," and learning coach/mentor teaching time. Many other attendance hours can be achieved using supplemental hours. (See Appendix A.)
3. **How often should attendance be logged?** Student attendance hours should be logged daily in the attendance screen on the OLS.
4. **What if supplemental hours were forgotten?** Learning Coaches/Mentors can go back and add hours after the fact. However, once the submit button has been used, only teachers can add the hours.
5. **How many hours should children log if they enroll after a semester begins?** Hours are prorated based on a student's start date. Contact your student's teacher for specific instructions.

## Communication with Teachers

Communication between parents and teachers is vital. However, parents may delegate some or all of their teaching responsibilities to a Learning Coach/Mentor. If that is the case, MVA teachers will conduct regular conferences with the delegated Learning Coach/Mentor instead of the parents or legal guardian(s). While this is acceptable, the parents or legal guardian(s) must meet jointly with the delegated Learning Coach/Mentor and the teacher(s) by telephone at least quarterly.

Teachers are the parents' or Learning Coaches'/Mentors' first point of contact when questions arise about the curriculum or their student's progress. Teachers will assist them with academic issues that arise, and teachers are also an important link of communication with the MVA administration. Therefore, a line of communication must remain open between the parents or Learning Coaches/Mentors and the teachers. The following communications must be maintained by Learning Coaches/Mentors:

- A regular phone conference between the Learning Coach/Mentor and the teacher(s); therefore, a current telephone number must be on record with MVA and with the student's teacher(s).
- The student's teacher(s) may want to speak directly with the students about their schoolwork and may ask children to do things such as read a selection, discuss work samples, demonstrate math skills by solving and explaining math problems and their solutions, make predictions or analyze data in science, or discuss cause and effect relationships in historical events. Parents and Learning Coaches/Mentors are always welcome to listen to these exchanges.
- Teachers maintain office hours during the week and share this information with their students. When a parent or Learning Coach/Mentor initiates communication with a teacher, the teacher is expected to respond within 24 hours (excluding holidays and weekends).
- Teacher(s) may request specific samples of student work periodically, provide the Learning Coaches/Mentors with information about expectations, and supply meaningful feedback on the students' work. It will be the responsibility of Learning Coaches/Mentors to make sure work samples are sent to their students' teacher(s) when requested.

- Electronic communication is a primary source of contact between teachers and parents or Learning Coaches/Mentors; therefore, they are encouraged to check their electronic messages (“K-Mail”) daily.

## **Parent Complaint Process**

Parent satisfaction is an important goal for MVA. The complaint process is intended to ensure that all student/family grievances are considered expeditiously. Teachers are the first point of contact for a complaint, informal or formally written. Ideally, complaints with a teacher will be settled through the parent/teacher communication process.

If the subject of the complaint is of such a nature that it cannot be settled at the teacher level, the parents or legal guardian(s) should forward a written complaint to the school administrator. The school administrator will make an initial response to the parent’s written note of concern within 48 hours of receipt.

If the issue or complaint is not resolved within 10 working days, the parents may send the complaint to the President of Maranatha Baptist University.

## **Quarterly Achievement Conferencing**

MVA teachers of full-time students in grades 9-12 normally will meet by phone with parents and students on a quarterly basis to review progress within the curriculum sequence and in meeting course completion time-lines. The parents, student, and teacher are urged to discuss the student’s attendance and work samples during this conference.

# **ENROLLMENT DETAILS**

## **Enrollment Documents and Process**

To complete the enrollment process for a full-time student at Maranatha Virtual Academy, the parents or legal guardian(s) must complete or forward (electronically or hard copy) the following:

- online application form
- any health information that would affect the student’s ability to function in a virtual school
- release of school records form
- placement test scores (if required)
- achievement or other standardized test scores
- custodial paperwork, if applicable
- signed Parent Handbook Agreement form from this document

To complete the enrollment process for a part-time student at Maranatha Virtual Academy, the parents or legal guardian(s) must complete or forward (electronically or hard copy) the following:

- online application form
- any health information that would affect the student’s ability to function in a virtual school
- placement documentation (if requested)



# FINANCES

## Tuition

Single Courses (including teacher, books, and materials)	
Full-year course	\$600
Semester course	\$350
Full-time Student Tuition (including teacher, books, materials)	\$3,995

## Fees

New students will be charged a one-time, \$20 **Matriculation Fee** the first time they enroll in a Maranatha Virtual Academy course.

Students who wish to graduate from Maranatha Virtual Academy and use Maranatha Online courses to meet MVA graduation requirements will be assessed a \$50 per course **Dual Credit Fee**.

Students who wish to graduate from Maranatha Virtual Academy will be assessed a \$50 **Graduation Fee**.

## Payment Deadlines and Policies

- Semester Courses: Full payment is due two weeks before the semester begins.
- Full-Enrollment or Yearly Courses: 30% of the total payment is due two weeks before the semester begins. Equal payments of the remaining 70% are due by the 15th of each month (Oct 15, Nov 15, . . . , April 15, May 15.).
- Dual Credit Fees are due when evidence of successful completion of Maranatha Online courses is submitted to Maranatha Virtual Academy for high school credit.
- The Graduation Fee is due by February 15 of the final semester of enrollment and is non-refundable.
- Parents have a responsibility to pay their financial obligation to MVA on time. If an account is not paid on time, MVA will not open or will close the OLS access. As a result, students whose accounts are not paid on time will not be able to begin or complete coursework, and transcripts will be unavailable or incomplete.

## Refund Policies

- The first 30% of each course or full-enrollment is non-refundable.
- If a student withdraws from MVA, tuition is due for the entire month in which the student withdraws. For example, if a student withdraws on the 7<sup>th</sup> of the month, payment for that month will still be due on the 15<sup>th</sup> and will not be refunded.
- If a student's account has been paid in advance (or in the case of paying for an entire semester course upfront), monies paid ahead will be refunded when a student withdraws.

Any questions about finances should be addressed to the school administrator.

# ABOUT THE SOFTWARE

## Hardware/Software Needs

### Minimum Hardware Specs:

- **OS:** Windows XP or Mac OS X (or higher)
- **Processor:** Pentium 3 500 MHz
- **RAM:** 256 MB
- **Hard Drive:** 40 GB
- **Audio:** Sound card with speakers and microphone (or headset)
- **Video:** 1024x768 resolution at 256-bit color
- **CD-ROM:** 12x
- **Browser:** IE 6.0 or greater (highly recommended), Netscape 7.1, Safari 2.0, Firefox 1.5
- **Internet:** 33.6k Dial-up (Broadband recommended as the content was designed for this. The user experience may be diminished on dial-up.)
- **Headset or Speakers:** (World Language courses require a microphone)

### Minimum Peripheral Specs:

- **Printer:** Color compatible
- **Scanner:** 8 bit/200 DPI
- **Fax:** Not required if family has an email account
- **Copy:** Required
- **Monitor:** 1024x768 resolution

### Minimum Software Required (Free):

- **Java 2:** [www.sun.com](http://www.sun.com)
- **Flash 9**  
[http://www.adobe.com/shockwave/download/download.cgi?P1\\_Prod\\_Version=ShockwaveFlash&promoid=BIOW](http://www.adobe.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash&promoid=BIOW)
- **Acrobat Reader:** <http://www.adobe.com/products/acrobat/readstep2.html>
- **Shockwave 10:** <http://www.adobe.com/shockwave/download/>
- **Windows Media Player 10:** <http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>
- **QuickTime 4:** [www.apple.com/quicktime/download](http://www.apple.com/quicktime/download)
- **Math Player:** (for IE only, Virtual Sage courses only)  
[www.dessci.com/en/products/mathplayer/versionhistory.htm](http://www.dessci.com/en/products/mathplayer/versionhistory.htm)
- **Multi-page TIFF image viewer**
- **E-mail client with working e-mail address**

### Miscellaneous. Topics:

- If students have a dial-up modem Internet connection, an extra phone line is needed for each additional computer in order to access the OLS.
- If students have a cable or DSL Internet connection, a router or other network device is needed to enable an Internet connection to all of the computers.
- Maintenance is required for each computer, including software upgrades and regular computer virus checks.

## The OnLine School (OLS)

The OLS is the “engine” that drives the Internet-based MVA school program. Through the OLS students receive their lessons and assessments. The Learning Coach/Mentor’s and the student’s daily work centers on the OLS. Access to the OLS requires a connection to the Internet through an Internet Service Provider (ISP) and a unique login for enrolled families. The Learning Coach/Mentor must create his own account and provide the login information for the student.

The Learning Coach/Mentor login allows access to all aspects of the OLS, including access to all assessments, answer keys, attendance reporting, and resource materials. The student’s login does not allow access to the Learning Coach/Mentor resources, answer keys, and attendance reporting. Therefore, separate student logins are required. Learning Coaches/Mentors should not give their students access to their accounts or permission to use their login information.

## Troubleshooting

Where can I go if I have problems with materials or computer hardware?

- Check out the OLS Help Menu.
- If the Help Menu is no help, contact the teacher.
- If the teacher cannot answer the question, the teacher contacts the administrator.
- If the administrator cannot answer the question, he contacts K12 Client Services.

# STUDENT EXPECTATIONS

## Discipline Code

MVA’s administration believes that conduct is closely related to learning – an effective instructional program requires an orderly school environment; and the effectiveness of the educational program is, in part, reflected in the behavior of students. The administration believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions. The administration requires each MVA student to adhere to the student code of conduct in this manual and to submit to such disciplinary measures as are appropriately assigned for infractions of those rules. Students may be subject to disciplinary action for violations of the Discipline Code that are directed at a student, school official or employee, or the property of such student, school official or employee even if that conduct occurs on property not owned or controlled by the school.

Students are expected to . . .

- conform to reasonable standards of socially-acceptable behavior and cooperative citizenship.
- respect the person and property of others.
- respect the rights of others.
- preserve the degree of order necessary for the educational program in which they are engaged.
- obey properly-constituted authority and respond to those who hold that authority.
- practice exemplary personal standards of courtesy, decency, and honesty.
- demonstrate respect for local, state, or federal law.

The student code of conduct designates sanctions for infractions of rules which shall . . .

- relate in kind and degree to the infraction.
- help students learn to take responsibility for their actions.
- be directed, where possible, to reduce the effects of any harm which may have been caused by students’ misconduct.

Prior to the start date for each school year, students must read the sections of this handbook dealing with student behavior/expectations and agree to abide by those policies. Failure to follow these guidelines could result in . . .

- removal of access to MVA instructional computing resources.
- removal from the course/program.
- involvement of law enforcement agencies and possible legal action.

MVA reserves the right to update or alter these policies at any time.

## **Student Conduct**

### **Accountability**

Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.

Students must . . .

- use their own usernames and passwords.
- change their passwords frequently, at least once per semester or course.

Students must not . . .

- disclose anyone's account password to others
- allow others to use another person's account
- publicly post any messages sent privately.
- post any MP3 files, compressed videos, or other non-instructional files to any MVA or K<sup>12</sup> server.

Students are responsible for all activity associated with their account.

### **Netiquette**

The word "netiquette" refers to common-sense guidelines for conversing with others online.

Students should . . .

- avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- refrain from making derogatory comments, including those regarding race, age, gender, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- focus responses on the questions or issues being discussed, not on the individuals involved.
- be constructive with criticism, not hurtful.
- review messages before sending them, removing easily misinterpreted language and proofreading for typos.

### **Inappropriate Behavior**

Inappropriate behavior includes . . .

- insults or attacks of any kind against another person.
- use of obscene, degrading, or profane language.
- posting material that is obscene or defamatory or which is intended to annoy or intimidate another person.
- distribute "spam" mail, chain e-mail, viruses, or other intentionally destructive content.

## **Harassment**

Harassment comes in many forms, including . . .

- spam (unsolicited e-mails not pertaining to the course).
- continually posting unwelcome messages to another person.
- threatening communications.
- offensive communications or any other communications that make an individual feel uncomfortable.
- use of threats.

It is not uncommon for individuals who would not engage in face-to-face harassment to be tempted to engage in harassment through the Internet.

### **Sexual Harassment**

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- Threats or insinuations that a person's academic grade, promotion, assignments, or academic status may be adversely affected by not submitting to sexual advances.
- Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; obscene telephone calls.
- Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the educational environment, which may embarrass or offend individuals.
- A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects an individual's education, or such that it creates a hostile or abusive educational environment to meet the criteria for sexual harassment.

### **Race/Color Harassment**

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, or negative references relative to racial customs.

### **National Origin Harassment**

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

### **Disability Harassment**

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

### **Bullying**

Bullying is defined as willfully and repeatedly attempting to exercise power or control over another with hostile or malicious intent (*i.e.*, repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group). Bullying can be physical, verbal, or psychological.

- *Verbal* – taunting, making fun of, malicious teasing, insulting, name calling, making threats.

- *Psychological* – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.

### **Indecent Exposure or Conduct**

Prohibited indecent exposure or conduct occurs when an individual exposes or exhibits one's sexual organs in the presence of others in a lewd, indecent, or obscene manner, either in person or on-line. Indecent exposure or conduct is a serious breach of conduct that may be reported to the proper law enforcement agency.

Students being harassed in the high school environment must report it immediately to their teachers. The MVA administrator reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether a member of the MVA school community or a third party alleging the harassment pursues the complaint. MVA will make reasonable efforts to maintain the confidentiality of the parties involved in a harassment investigation. However, confidentiality cannot be guaranteed.

### **Internet Safety**

- Do not reveal personal information about yourself or other persons on the Internet. For example, you should not reveal your name, home address, telephone number, email address, or display photographs of yourself or others to persons outside of MVA.
- Do not agree to meet in person anyone you have met only on the Internet and who is not affiliated with MVA.
- respect other people's privacy.
- never broadcast online discussions.

### **Academic Integrity**

All work submitted by students is assumed to have been completed by the students. Students are responsible for observing the standards on plagiarism and properly crediting all sources on which they relied in the composition of their work. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in revoked access to course(s) and loss of credit.

#### **Plagiarism**

Plagiarism is the act of submitting someone else's work as one's own original, creative production. If students use another person's writing or original work, they must cite that work using an appropriate manuscript style in the Works Cited page, the Endnotes, or in a Bibliography. Exact wording should be in quotation marks, or the wording should be paraphrased. In either case, the work should be referenced in the paragraph in which it appears. Students may not copy and paste directly from the Internet without giving appropriate credit to the author. Plagiarism is a serious academic violation, will result in loss of credit, will be treated as a disciplinary issue, and may result in removal from MVA.

#### **Source Citation**

Many courses require written work which will require students to cite sources. Direct quotations from the textbook can simply be cited as (Author, Page Number).

Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. When citing from a website, provide the complete Web page or site title, URL, author if known, page number if applicable, and publication date of the site, if available.

### **Use of Copyrighted Materials**

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use, but distribution of those materials to others is prohibited unless expressly permitted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit, or post copyrighted software, copyrighted materials, or materials protected by trade secrets or other protections. This includes copyrighted graphics of cartoon characters or other materials that may not appear to be copyright protected.

## Violations Leading to Suspension

"Suspension" is the temporary exclusion of a student for a period not to exceed ten (10) school days. Suspension may extend beyond the current school year, if at the time a suspension is imposed; fewer than ten (10) days remain in the school year.

Violations that may lead to suspension include:

- **Abusive Conduct:** Abusive conduct is when a student uses or engages in abusive, profane, obscene, or vulgar language or conduct in the presence of another person, including a school employee, whether in person or electronically.
- **Cheating:** Students who participate in using, copying, or providing another student with any test answers, answer keys, or another person's work representing it to be their own work, are guilty of cheating. In addition to these offenses, it is considered to be cheating if a student uses his or her parent's OLS account to log attendance or to inappropriately access assessments or answer documents.
- **Disruptive Behavior:** A student who is guilty of willful disobedience, open defiance of the authority of the administrator or any member of the school staff, violence against persons or property, or any other act that substantially disrupts the educational process is guilty of a serious breach of conduct.
- **Unauthorized Access:** A student who enters part of the school website that has been denied to students by administrators will be in violation of the school's Technology Use Policy.
- **False Information:** A student who knowingly and intentionally reports or gives false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the educational process, is guilty of a serious breach of conduct.
- **Theft:** A student who takes from another person money or other property (whether physical or electronic) belonging to the other person with the intent to permanently deprive the victim of such property is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

## Due Process Rights

Due process requirements guarantee all students the right to fair notice, fair procedures, and a fair hearing. The student and his or her parents or guardians have the responsibility to follow the procedures set forth herein in a respectful and timely fashion.

Students accused of misbehavior or a breach of this code of student conduct will be presented to the school administrator or his designee by the person having knowledge of the violation or potential violation.

1. **Written Referral:** Violations shall be presented in written form and should be specific, indicating the breach for which the referral is being issued.
2. **Student Notification:** The student will be placed on notice of the violation by the school administrator or designee and afforded an opportunity to explain.
3. **Initial Conference:** An initial conference (in person or by teleconference or other appropriate communications technology) shall be conducted by the school administrator or designee. The school administrator or designee shall explain the charges and evidence against the student and allow the student an opportunity to explain his or her actions prior to taking disciplinary action.
4. **Parental Notification:**
  - A. **By Telephone or Electronic Messaging:** The school administrator or designee shall make a good faith effort to notify the parents by telephone or electronic messaging of the student's misconduct and the proposed disciplinary action.

**B. By Written Notice:** Regardless of whether there has been communication with the student's parents by telephone, the school administrator or designee shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parents describing the disciplinary action imposed and the reasons for the action.

5. **Parental Assistance:** A good faith effort shall be made by the school administrator or designee to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct.

### **School-Sponsored Publications and Productions**

MVA may sponsor student publications as means by which students can learn, under adult direction, the skills required for such activities as well as the rights and responsibilities of public expression in a free society. The Administration reserves the right to exercise editorial control over school-sponsored publications or productions, or to prohibit such publications or productions in their entirety if deemed necessary.

### **Safety Glasses**

When participating in science labs, students should always wear the personal protective equipment (safety glasses) that have been supplied by K<sup>12</sup> as part of each student's science kit. Safety glasses should be in place before any science activities are started when liquid or other potentially harmful substances or objects may come into contact with the eyes. Safety glasses should remain in place until the activity is complete and the cleanup from the activity has been concluded.



# APPENDIX A – SUPPLEMENTAL HOURS

## What Counts for Supplemental Hours

### 1. Teachable moments (whenever you are teaching a child a skill for the first time)

Examples:

- Working in the garden – learning to weed, plant, fertilize
- Cooking – learning to read a recipe, follow directions, measure
- Setting the table – learning one-to-one correspondence, following directions
- Sorting laundry – learning the skill
- Presenting bedtime stories
- Helping a parent complete a project such as building a birdhouse

### Repetitive tasks are not countable.

Examples:

- Working in the garden every day
- Cooking dinner every night
- Setting the table after it is mastered

### 2. Sports, health, and music activities beyond the curriculum

Examples:

- Piano lessons
- Soccer team
- Safety or first-aid classes

### 3. Learning activities shared by siblings – all involved in activities meant for one

Examples:

- Reading stories
- Art projects
- Science experiments
- Reading history screens

### Activities in which no new skills are mastered are not countable

Examples:

- Seventh grader sitting in on first grade literature lesson
- Repeating lessons that have already been mastered with younger sibling
- Rolling coins for paper route each week

### 4. Games which support skill development, provide new knowledge, or higher-level thinking skills

Examples:

- Monopoly Jr. – money skills
- SimAnt – life science knowledge
- BrainQuest
- Cranium

### Games that do not provide sound educational outcomes, or only utilize skills already fully mastered are not countable.

Examples:

- Card games such as “War” or “Snap” after basic matching skills are mastered.

# APPENDIX B – BLACKBOARD COLLABORATE

Blackboard Collaborate is a rich collaborative environment for online meetings. Teachers will use this tool throughout the year with students and parents. This will provide real-time, remote one-on-one, small group, or large group teaching or training.

***While students are engaged in live web conferencing sessions, such as with Blackboard Collaborate, the Maranatha Virtual Academy Student Code of Conduct is in effect. Abusive language, profanity, harassment, racial, religious or ethnic slurs, cheating, disruptive behavior, unauthorized access, false information, or threats constitute a violation of the student code and are subject to disciplinary action including suspension and expulsion.***

To get the maximum benefit from Blackboard Collaborate, all users should have speakers or headsets attached and turned on. A microphone can be used by participants, but it certainly is not necessary to have a microphone. Blackboard Collaborate can be accessed with either dial-up or high-speed Internet access, but high-speed Internet access is preferred.

## **Before the Session, Students Should . . .**

- Find a comfortable place with no distractions.
- Configure the computer for use with Blackboard Collaborate. This can be done any time prior to the session, even days in advance, but not last minute. The pre-configuration process can take up to 30 minutes with an older computer on a dial-up connection. This information and more is available from Blackboard Collaborate's Support Web Page at <http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336>.

## **During the Session, Students Should . . .**

- Close other applications.
- Join 5-10 minutes prior to the start of the session.
- Log in using first name, last initial/homeroom teacher (example: John S/Miller). (Parents should log in using first and last name.)
- Use the Audio Setup Wizard to test microphone and speakers/headset. This can be found by clicking on "**Configuration Room**" on the Blackboard Collaborate Support Web Page.
- Participate in the session by responding to polls and providing feedback to the moderator.
- Remember to use the hand-raising icon for microphone questions/comments.
- Use Direct Messaging (*i.e.*, chat) to message other participants and the moderator.

There is a 5-minute introduction video on the Blackboard Collaborate Support Web Page (select "**Blackboard Collaborate web conferencing**").

**PARENT HANDBOOK AGREEMENT  
2015-2016**

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Parent's/Guardian's Name: \_\_\_\_\_

We have read and understand all the information contained in this handbook. We agree to abide by and support the Academy's policies and regulations as outlined in the MVA Parent/Student Handbook.

**Agreed to by**

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

Date: \_\_\_\_\_

*This agreement will be placed in the student's file.*

**Mail to  
Maranatha Virtual Academy  
745 West Main Street  
Watertown, WI 53094**