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Policies and procedures listed in this handbook may be changed without prior notice at the discretion of the Maine Virtual Academy, hereinafter referred to as MEVA in this handbook. Any alterations to this document will be communicated to affected parties by mail and/or email.

Maine Learning Innovations retains full governance authority to oversee operation of the Maine Virtual Academy.
Welcome to the Maine Virtual Academy!

Letter from the MEVA Board of Directors

Dear MEVA Students and Families:

It is with great pleasure that we present to you our Student & Parent Handbook for 2017-18. We are excited to launch our second year as a school, but even more excited to welcome you to our student body.

MEVA, authorized by the Maine Charter Commission, exists to meet the diverse needs of all individuals in a learner-centered environment. We believe that the use of effective technology and successful teaching strategies will result in students with an appreciation for life-long learning and the ability to become competent, productive citizens.

Every student deserves an opportunity to excel—an honest and real chance to reach their potential. At MEVA our mission is to provide this opportunity and greatly increase the probability that Maine students will achieve their individual potential. MEVA’s online learning instructional model will leverage research-based, 21st century learning skills in order to facilitate self-motivated, competent, life-long learners who participate effectively in society. We intend to provide an excellent educational alternative for students throughout the State of Maine who, for a variety of reasons, do not attend high school, or who may benefit from a non-traditional school setting. MEVA is available to Maine residents seeking an alternative academic setting, no matter what their specific life circumstances may be.

Our highly qualified faculty members, all Maine state-licensed, are eager and excited to share their vast knowledge and experience throughout the upcoming school year. Our teachers have worked hard to prepare an enriching course of study designed to educate and stimulate a passion for learning. If you have any questions or concerns throughout the school year, please contact our office and we will ensure the appropriate member of our administrative team assists you. Our school contact information is as follows:

Maine Virtual Academy
Ballard Center
6 East Chestnut Street
Augusta, ME 04333
1-844-250-6382

Please always feel free to share with us your ideas on ways to improve our school and make the 2017-18 school year the best experience for all involved.

Best Regards,

Melinda Browne, Ed.D., MEVA Head of School
Amy Carlisle, J.D., Chairperson of the MEVA Governing Board
Introduction

The MEVA Student and Parent Handbook, 2017-2018, is intended to guide students and parents/guardians in the operations of the school. Policies contained herein have been approved by the Maine Virtual Academy Board of Directors.

Mission Statement

Maine Virtual Academy’s (MEVA) mission is to develop each student’s full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high quality learning experience for grade 7-12 students who are in need of alternative educational options. MEVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student’s needs. MEVA’s rigorous curriculum is aligned to the eight Maine content areas, the Maine Learning Results, the Common Core State Standards and the Next Generation Science Standards. MEVA will demand the highest level of accountability from our Maine-certified teachers, our educational management system and our nationally recognized provider of educational services. The MEVA Board will contract with K12 Virtual Schools LLC for educational products and selected support services.

Authorization and Governance

MEVA operates statewide under the authorization and oversight of the Maine Charter Commission and the MEVA Governing Board.
Admission

Program Scope
MEVA is primarily a full-time, online, diploma-granting, public high school serving students in grades 7-12. Full-time status is defined as students enrolled in 5 or more courses each semester. All students will be classified under public school status.

Currently, MEVA is available to students who qualify for public school funding.

Non-Discrimination Policy
MEVA, under the governance of the MEVA Governing Board complies with all applicable federal and state rules and regulations and does not discriminate on the basis of race, color, religion, gender, sexual orientation, national origin, disability or veteran status. Inquiries regarding compliance procedures may be directed to Dr. Melinda Browne, Chief Executive Officer at The Maine Virtual Academy, Ballard Center, 6 East Chestnut Street, Augusta, ME. 04333 and the phone number is 1-844-250-MEVA (6382).

Residency Requirement
MEVA is a publicly-funded school. Currently, students who are, or will be, residing in the state of Maine for the 2017-18 academic year are eligible to attend.

Families must provide at least one of the following documents during the enrollment process in order to demonstrate residency; however, students who are unable to demonstrate a fixed residence will not be denied admission:

- Copy of a utility bill with a home address within the state
- Copy of a housing agreement with a home address within the state
- Other documents as accepted by MEVA on a case by case basis

Age Restrictions
MEVA serves students in grades 7-12. There is no minimum/maximum age restriction for attending our programs so long as a student is in grades 7-12; however, based on your cohort year, MEVA will determine placement.

Application Deadline
For the upcoming school year, Maine Virtual Academy has an enrollment cap of 390 students. If we reach our enrollment cap, applicants will be placed on our waitlist in the order in which they complete the steps below. Seat offers will be extended throughout the school year as space becomes available.

Completion of 7th-8th Grade
Students entering the 9th grade must have completed 8th grade in a homeschool, public, or private school setting. Families of entering freshmen must provide any and all documentation necessary to establish successful fulfillment of this requirement. Additionally, students entering
the 7th grade or the 8th grade must have completed (respectively) the 6th and the 7th grade in a
homeschool, public or private school setting.

**Special Education**
MEVA provides enrollment counseling to all students who have current Special Education or
Section 504 eligibility. The enrollment counseling process is led by a Special Education
Coordinator who holds a special education license in the state of Maine.

The enrollment process has two intended outcomes. First, it is an educational process for
students and families to help them become familiar with the online learning model. Second, it
allows the school the opportunity to better understand the students’ unique strengths and needs,
to ensure adequate preparation to support student success.

When a student with current special education eligibility enrolls at MEVA, the parent/legal
guardian, or the adult student if rights have been transferred, must provide consent for MEVA to
obtain all special education records from the resident school district. These records are received
via electronic fax or hard copy and are stored in a secure environment. In accordance with
applicable federal and state law, only those persons authorized will have access to the records,
including those staff members having a legitimate educational purpose for reviewing the records.

When a student enrolls with current special education eligibility and a current Individualized
Education Plan (IEP), the student will be provided special education services and related
services in accordance with the IEP. MEVA may request consent to conduct an evaluation or re-
evaluation of the student in order to revise the IEP or determine appropriate placement in the
Least Restrictive Environment (LRE). If a student enrolls with current special education
eligibility, but no current IEP, the student will be provided with appropriate educational services
until an IEP can be developed.

As soon as possible after enrollment, MEVA staff will complete progress monitoring using
multiple measures (such as attendance monitoring, task and assignment completion, quality of
work and grades) to determine if the placement supports adequate academic progress.

The Special Education Director of MEVA will convene an IEP team meeting as soon as
possible. The IEP Team must include the following members:

- Parent (or adult student if rights have been transferred);
- Advisor or designee who is knowledgeable of the online general education curriculum
  and resources;
- Special education teacher or service provider (e.g., Speech Language Pathologist);
- General education teacher of the student (at least one);
- An individual who can interpret the instructional implications evaluation results;
- Other individuals at the discretion of the parent, student, or school district, who have
  knowledge or special expertise; and
- The student

If MEVA and the parent agree in writing that participation of a member of the IEP Team is not
necessary because that team member’s area of expertise is not being modified or discussed, that
team member may be excused.
The IEP team will review relevant progress monitoring, evaluation results, and the current IEP. They may also review existing eligibility or determine initial eligibility for special education services and related services, as well as revise or develop a current IEP and determine placement within the LRE.

MEVA offers several types of academic support for students with special education eligibility. Course placement decisions are made jointly by the Special Education Director, MEVA Advisor, parent, and student. Adaptations and modifications developed by the IEP team will be fully implemented.

**Section 504 Plan**

MEVA shall be solely responsible for its compliance with Section 504 and the Americans with Disabilities Act (ADA). Any facilities of MEVA shall be accessible for all students with disabilities in accordance with the ADA.

Students who qualify for a Section 504 Accommodation Plan (“Section 504 Plan”) or are currently receiving accommodations or other services, are admitted as general education students meeting the minimum admission requirements. The administration will review all Section 504 Plans and discuss with the parent/guardian the accommodations required by the student.

Further, MEVA will comply with the MEVA Governing Board’s policy outlining the requirements for identifying and serving students with a Section 504 Plan. MEVA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of MEVA. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by MEVA.

**Suspended/Expelled Students**

MEVA shall evaluate for enrollment any student currently suspended or expelled by any other Maine public school on a case-by-case basis. MEVA may refuse to allow a student who is expelled to enroll during the term of the expulsion if the student was expelled for one of the following reasons:

1. Possessing or using an illegal drug at school or a school function
2. Selling or soliciting the sale of a controlled substance while at school or a school function
3. Committing a third-degree assault involving assaulting another and inflicting substantial bodily harm
4. Violation of previous school technology policy/agreement

Unless agreed to by the MEVA Governing Board, MEVA will not enroll any student who is currently under expulsion for the following reason:

Possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function.

8
**Transfer Credits**
Students may transfer in credits from any Maine high school or middle school (grades 6-8).

Students wishing to transfer credits based on homeschool work or portfolios or course work completed at a non-accredited institution may petition MEVA to have credits accepted. MEVA reserves the right to refuse transfer credits from non-accredited institutions or for homeschool experiences.

Graduation requirements for students who transfer into MEVA after completing at least one semester of course work at another Maine school will be amended on a case-by-case basis. MEVA graduation requirements will be pro-rated as necessary to reflect student’s progress toward graduation at past schools. Transfer students must provide or authorize transfer of transcripts for all previous high school work prior to their first day of course work.

Factors to be considered in the evaluation of student’s progress toward graduation will include:
- Number and type of credits earned at previous school(s);
- Number of credits possible in a given semester;
- Definition of credit at previous school;
- Transcript analysis conducted by Advisor;
- Number of semesters left until graduation.

**Students must comply with the state-mandated minimum graduation requirements.**

**Enrollment Process and Application**
The online Enrollment Application/Intent to Enroll Form may be accessed on the MEVA website. The Intent to Enroll Form collects parent information, student information, as well as background demographic and marketing information. The MEVA website provides additional instruction to applicants.

Enrollment Applications are date/time stamped and processed in the order in which the forms are received. Students who have completed the initial application process can expect to hear from MEVA within two weeks. After that, a written Commitment to Enroll Form must be signed by legal guardian, which authorizes the resident school to release the student’s SSID in the state system. The resident school is then notified within 5 days of receiving a commitment to enroll form.

If we reach our enrollment cap, applicants will be placed on our waitlist in the order in which they complete the steps below. Seat offers will be extended throughout the school year as space becomes available.

MEVA will maintain contact with those applicants who apply after the enrollment deadline and before the start of the current enrollment period to establish continued interest.

**MEVA Evaluation**
Following the collection of documentation and prior to the completion of registration, the following steps will be taken as needed:
- Special Services Enrollment Team will review and re-evaluate any IEP student to
determine the best placement for that student.

- MEVA administration will evaluate homeschool portfolios and transcripts to determine credit eligibility and assessment scores to determine course appropriateness.
- MEVA Administration or designee will seek information on current expulsions from former districts if necessary.

Registration/Course Selection
The MEVA Advisor will schedule each student in the courses which meet the student’s progress and graduation requirements. Students are provided detailed course information as well as several tools to help them establish graduation plans. The Advisor will contact every student to discuss the graduation plan and course selections. All courses are approved by school administration.

Student/Parent Orientation
Students and their families will be expected to attend a face-to-face and/or online orientation that will enable them to become familiar with all aspects of the MEVA online learning environment. MEVA will coordinate either face-to-face or online orientations in locations throughout the state prior to the first day of school.

Title IX, Civil Rights, Discrimination and Appeals Process
In accordance with Federal and State OCR (Office for Civil Rights) Guidelines, any student who believes that MEVA, or any of the school’s staff, instructors, and/or administrators have inadequately applied the principles and/or regulations of Title VI of the Civil Rights Act of 1964 (race, color, national origin), Title IX of the Education Amendment Act of 1972 (sex/gender), and/or Section 504 of the Rehabilitation Act of 1973 (disability) may make a complaint which shall be referred to as a formal grievance. However, whenever possible and practical, an informal solution to the complaint is encouraged and should be attempted with the MEVA Chief Executive Officer.

Definition of Sex Discrimination and Sexual Harassment (for Students):

- Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.

- Sexual harassment is conduct that: 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student’s ability to participate in or benefit from a school’s educational program or activity. Sexual harassment can be verbal, nonverbal or physical.

Title IX Coordinator:
NAME: Ms. Tanya LaCroix
TITLE: Accounting Manager/Human Resources
ADDRESS: Maine Virtual Academy, Ballard Center, 6 Chestnut St, Suite 230, Augusta, ME 04330
PHONE NUMBER: 207 613 8900
EMAIL ADDRESS: tlacroix@mainevirtual.org
GRIEVANCE PROCEDURE

Any student, parent/guardian, current or prospective employee or other individual within the school community who believes he/she has experienced and/or observed sex discrimination or sexual harassment (“grievant”) should promptly report the matter to the school’s Title IX Coordinator, a school counselor, principal or other school administrator. A Title IX grievant is requested to complete a complaint form. Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary.

The grievance procedures will be as follows:

1. It is the express policy of Maine Virtual Academy to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Timely reporting of complaints facilitates the investigation and resolution of such complaints. A form for such purpose can be found on our website and will also be provided to grievant. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student’s behalf.

2. At the time the complaint is filed, the grievant shall be given a copy of these grievance procedures. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and answer any questions anyone has. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with Maine Virtual Academy’s policy on the Reports of Suspected Child Abuse or Neglect of Children.

3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator shall have the complete cooperation of all persons during the investigation.

4. The Title IX Coordinator shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation.

5. If after an investigation, the Title IX Coordinator determines that there is reasonable cause to believe that sex discrimination or sexual harassment has occurred, the Maine Virtual Academy shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator shall also provide and or arrange for confidential counseling or training where appropriate. In addition, the Title IX Coordinator or designee shall seek an informal agreement between the parties which is consistent with Maine Virtual Academy’s Title IX principles and goals.

6. If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the Title IX Coordinator or designee shall make a report to the School Board within thirty (30) working days from receipt of the complaint.
7. The School Board shall review the case and make its recommendations to the Title IX Coordinator within fifteen (15) working days after receiving the grievance.

8. The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition.

9. Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and Maine Virtual Academy will take actions necessary to prevent such retaliation.

**DISSEMINATION OF INFORMATION**

Maine Virtual Academy shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

*Please see the MEVA website for the form and for more information.*
Instruction and Curriculum

Staff Qualifications

Teachers at MEVA must meet the following minimum qualifications:
- Hold a Bachelor’s Degree, and
- a current state teaching certificate, and
- an approved Criminal History Record Check (CHRC).

MEVA shall abide by all applicable Maine State Department of Education Teacher Certification requirements as outlined in the Title 20-A, Chapter 502.

MEVA shall maintain licensure and personnel records in the format specified by Maine State Department of Education (MDOE). This documentation can be provided to the MDOE upon request, or can be made available for examination upon 24 hour request.

Course Assignments

Teachers are assigned to teach courses for which they hold current Maine certification and proper endorsements.

Highly Qualified Teachers

MEVA utilizes highly qualified teachers for all core academic positions, including English, Math, Science, Social Studies, designated World Languages, and Arts.

Highly qualified teachers hold at least a bachelor’s degree in the subject(s) they teach, and a full teaching license in the State of Maine with endorsements required for the subjects they teach.

Alignment to State Standards

MEVA core academic courses are aligned to Maine State standards as required by state law. Standard mappings are documented by K12 and necessary course content is developed by curriculum teams under the direction of K12.
## Academic Operations

### 2017-2018 Academic Calendar

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<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Aug 28, 2017</td>
<td>First day of School/Semester 1</td>
</tr>
<tr>
<td>Sept 4, 2017</td>
<td>Labor Day, School Closed</td>
</tr>
<tr>
<td>Sept 5-8, 2017</td>
<td>Fall NWEA</td>
</tr>
<tr>
<td>Oct 9, 2017</td>
<td>Columbus Day, School Closed</td>
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<tr>
<td>Nov 10, 2017</td>
<td>Veterans Day, School Closed</td>
</tr>
<tr>
<td>Nov 22-24, 2017</td>
<td>Thanksgiving Vacation, School Closed</td>
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<tr>
<td>Dec 22-29, 2017</td>
<td>Winter Vacation, School Closed</td>
</tr>
<tr>
<td>Jan 1, 2018</td>
<td>New Year’s Day, School Closed</td>
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<tr>
<td>Jan 15, 2018</td>
<td>Martin Luther King Day, School Closed</td>
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<tr>
<td>Jan 22, 2018</td>
<td>End of Semester 1</td>
</tr>
<tr>
<td>Jan 23-26, 2018</td>
<td>Winter NWEA</td>
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<tr>
<td>Jan 29, 2018</td>
<td>First Day of Semester 2</td>
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<td>Feb 19, 2018</td>
<td>President’s Day, School Closed</td>
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<td>Feb 19-23, 2018</td>
<td>February Vacation, School Closed</td>
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<td>April 16, 2018</td>
<td>Patriot’s Day, School Closed</td>
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<td>April 16-20, 2018</td>
<td>April Vacation, School Closed</td>
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<tr>
<td>May 28, 2018</td>
<td>Memorial Day, School Closed</td>
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<td>May 29-Jun 1, 2018</td>
<td>Spring NWEA</td>
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<tr>
<td>June 9, 2018</td>
<td>Graduation</td>
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<tr>
<td>June 15, 2018</td>
<td>End of Semester 2</td>
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The designation “School Closed” indicates that student services and administrative and instructional personnel will not be available to students. However, students will still have access to their courses. Technical support will be available to students 24x7, 363 days/year (closed Thanksgiving Day and Christmas Day). Students will still have access to their courses every day.

### Technical Support/Help Desk
Technical support will be available to students 24x7, 363 days/year (except for Thanksgiving and Christmas Day). Customer Support can be reached at 866 512 2273.

### Course Approval
The Advisor and/or Head of School are authorized to grant approval for courses requiring administrative approval as a prerequisite for enrollment.

### Course Catalog
MEVA courses with their associated credits and descriptions are published in the course catalog on the MEVA website.
**Add/Drop Period/Course Load**

Students who have registered and enrolled at MEVA prior to August 21st will be placed in classes before the start of school (August 28) by the Academic Advisor. The Academic Advisor will make all efforts to place students who register at MEVA between August 21st and August 25th in classes before August 28th as long as MEVA receives their complete student records before August 25th. If MEVA does not receive those records before August 25th course placement may be delayed.”

Once a student has been placed in courses, students have the ability to change their course selections with approval of the Academic Advisor for the first 2 weeks of their semester by either adding or dropping a course/courses. This is called the Add/Drop period. It is extremely important that students note the following:

- For students who have been placed in courses and begin school on August 28th, the Add/Drop period runs from August 28th through September 8th at 12pm.
- Students who have not been placed in courses as of August 28th or enroll at MEVA after August 28th will have 2 weeks from the date they are placed in courses to add/drop; ex: Student is placed in classes on August 30th – add/drop ends September 13th for this student
- Unless a student has approval from the Head of School, is taking courses through Rural U or their local vocational/technical center, or has specific 504/IEP needs, all students must be enrolled in a minimum of 5 courses and may only take a maximum of 6 – **Online Learning does not count as a MEVA course.**
  - Students who wish to take an oversize/undersize class load who do not meet the above criteria must get approval of the Head of School. Students must prove a legitimate educational need to carry an adjusted course load.
- Student Add/Drop requests must be submitted to the Academic Advisor via email. The Academic Advisor will then determine whether or not the request will be approved. **The Academic Advisor and MEVA reserves the right to deny Add/Drop requests based on the current size of the class the student would like to join, the student’s academic history, and their graduation credit needs.**
- After the Add/Drop period students will not be allowed to add or drop a course.
  - Students may petition the Head of School to drop a course after their 2 week period has closed. In this instance, students who are permitted by the Head of School to drop a course after their Add/Drop period will have one of the following notations placed on their transcript (depending on their current standing in the course at the time of the course drop) – WF (Withdrawn Failing) or WP (Withdrawn Passing)
  - These notations will not be removed from a student transcript unless the student completes the Grade Replacement process

**Course Fees**

MEVA is a publicly-funded, tuition-free, online high school. Courses and related materials are provided for full-time students who are residents of Maine at no charge.

**Low-Enrollment Courses**

Some elective courses are dependent upon enrollment. Students are encouraged to register early to secure their place in the course. Students will automatically be enrolled in an alternate course if their original course choice is not ultimately offered.

**Credit for Courses**

Credit for coursework completed at MEVA can be earned in several ways, including percentage/letter grade, pass/fail, or credit/no credit. Unless otherwise designated, credit is
assigned by percentage/letter grade.

To earn a passing percentage/letter grade credit for a course at MEVA, students must earn at least 60% of the total points possible in the course. Any course-specific departures from this policy are clearly stated in the course syllabus, and supersede this policy.

Students with extenuating circumstances may petition the Advisor to receive pass/fail or credit/no credit for an academic course.

**Registration Process**
Information about the MEVA registration process and timeline is available on the MEVA website at [http://meva.k12.com](http://meva.k12.com) or by calling the MEVA Registrar.

**Change of Student Information**
Students are required to inform the main office of changes in address, telephone number, emergency contact(s), or any other important directory information within two (2) school days of the change. The main office can be reached at 207 613 8900, ext. 2000.

If a student moves out of the state of Maine, the student will be immediately transferred to their resident state.

**Voluntary Withdrawal**
To voluntarily withdraw a student from MEVA, parents/guardians (or students who are 18 year of age or older) should notify the school administration via phone as far in advance of the withdrawal as possible. An exit interview must be completed with an administrator before a student is withdrawn. All requests for transfer of student records will be initiated by the school in which the student will be enrolled.

**Hardware & Materials Return**
To return hardware and/or materials, students will be contacted by K12 Reclamations Department for instructions. K12 will issue a UPS or FedEx shipping label for all items to be returned. These items are not to be returned to the local school. The student is responsible for packaging supplies for returning the hardware and/or materials.

**Progress Checks**
Learning Coaches are expected to check their student’s progress at least weekly via the learning coach account. Questions about progress in a course should be directed to the teacher. Questions about progress, in general, should be directed to the Advisor.

**Report Cards**
Report cards will be generated and emailed to the learning coach following the end of each semester.

**Transcripts**
Transcripts requested by students will be forwarded to colleges, educational institutions, and/or employers to which students are applying. Transcript requests must be submitted to the MEVA
Registrar.

**Student Privacy**
MEVA, in compliance with Federal Laws 93-308 and 93-568, presents these facts for the information of parent(s) and/or guardian(s) and students.

1. Student records are open for review and inspection by parents/guardians or students 18 years of age or older. Students 16 years of age or older or who are emancipated have the right to give informed consent regarding their records, with some exceptions. Information regarding students 14 years of age or older with HIV/AIDS or a sexually transmitted disease may be released by the student only.

2. Appointments may be made at the Advisor’s office for viewing cumulative records of grades, and/or achievement test scores.

3. MEVA, in compliance with the Family Educational Rights and Privacy Act (FERPA), have adopted a policy regarding student education records and the release of student information. This policy is set forth in the FERPA section of this handbook.

**Disclosure of Personally Identifiable Information**
Parent(s)/guardian(s) who do not want personally identifiable information (otherwise known as directory information) contained within a student’s educational records made public may file a written objection with the MEVA Head of School regarding the public release of such information within ten (10) calendar days following notice of these rights to students.
Grading and Testing

Grading Policy
Grading policies are in compliance with applicable Maine State and school guidelines. Grading information and other course-specific information are provided online within each course.

Grade Scale/Grade Point Value
MEVA 4.0 Grading Scale: High school students will be awarded credit only for courses in which they have earned a grade of 60% or better.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>60-62%</td>
</tr>
</tbody>
</table>

Grade Point Average
The grade point average for MEVA students is calculated as follows using a 4-Point scale:

a. Each student’s grade point average is the sum of the point values of all the grades received for all of the courses attempted divided by the sum of the credits for all courses attempted.
b. The grade point value is calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.
c. The minimal passing grade is “D”.
d. Pass/Fail and Credit/No Credit marks may be used as agreed upon by the instructor and school administrator. These non-numbered marks will be clearly identified and excluded from the calculation of grade point average.
e. Marks for Incompletes (“I”) will be calculated as a 0.0 until the grade is replaced by a letter grade.
f. Courses marked as Withdrawals (“W”) will not be included in GPA calculations.

Class Rank
For the purposes of determining class rank internally, MEVA uses a 5-point scale. Courses designated as AP, dual-credit, or Honors (transfer credit only) are valued at a maximum of 5.0 points/credit. All other courses are valued at 4.0 points/credit. Class rank information will be published on the student’s unofficial and official transcript and designated as weighted class rank.

Class Standing
Grade level is determined by the student’s cohort year, which is determined by the date the student entered high school. Students will remain in the calculated cohort for enrollment and
state assessment purposes for the duration of the school year.

**Late Assignments**

It is important that students complete assignments and stay on schedule. Staying current with assignments will allow teachers to be better able to provide group, as well as individual, assistance. Completing assignments will provide the student with knowledge necessary to be successful in future coursework.

Our curriculum provides due dates for assignments. Students should complete assignments by the assigned due dates. If unable to do so, the student will still be responsible for completing the work. Teachers will communicate specific information about due dates, expectations and penalties for late work in each class.

Under extreme circumstances, due-date extensions can be granted. It should never be assumed that these will automatically be granted. Due-date extensions must be requested before the due date and on a school day. Requests received on or past the due date, or on a non-school day will most likely not be granted. If the extension is being requested due to illness or injury, a doctor’s note will be required before administration will consider granting an extension.

**Proctored Exams**

Students are required to take the Northwest Educational Assessments (NWEA) and Maine State Assessments (MEA). The NWEA is proctored virtually so students may take their exams at home. However, the MEA must be administered face-to-face in multiple remote locations across the State of Maine. Locations, dates, and times of the face-to-face MEAs will be communicated via email in a timely fashion. Again, as a public charter school, it is imperative that your child participates in face-to-face state testing along with virtual NWEA testing. Please contact the Head of School if you have any questions.

**Withdrawing from a Course**

Students are permitted to drop a course up to five (5) weeks from the first day of the semester.

We advise students to pay close attention to the add/drop dates for the semester, and to use the withdrawal option only when absolutely necessary.

**Appeals Process**

Students wishing to appeal a final grade in a course must follow the appeals process within 30 days, including:

- Identify in writing any assignments that he/she would like re-evaluated.
- Explain in writing why the student believes the grade on each of the identified assignments should be revised.
- Submit identifications and explanations to the course instructor.

**Course Retake for Grade Replacement**

Students who have received a low or poor grade that is not consistent with the student’s ability and ambitions in a core subject may replace up to four (4) semester grades during high school. Students may earn this replacement credit through the following programs:
Retake the course at MEVA.
Retake the course at an accredited and approved provider.
Retake the course at a college campus.

In these individual cases, the Advisor will specify the exact course which satisfies the requirements.

The grade being replaced will be changed to “NC” on the transcript and the new grade will be entered if that grade is higher than the previous grade received in the course.

The student for any/all grade replacement course(s) must receive prior written approval by the school counselor and administrator or credit will not be considered for grade replacement. Approval will not be granted retroactively.

**Standardized Assessments**
All students enrolled and attending 7-12 grade at MEVA will participate and take part in all district and statewide assessments developed by the Maine Department of Education, as well as any assessment developed by the United States Department of Education or the Maine Legislature to implement the federal No Child Left Behind (NCLB) assessment requirements. Students may be required to travel to regional locations within the state to participate in these assessments, which must be proctored.

**National Standardized Achievement Testing**
Because standardized achievement and proficiency tests are often important to college admissions, MEVA will post test information, including registration deadlines, testing dates, locations and test fees, etc., for the following College Board/SAT tests on the school calendar and/or announcements section of the learning management system. Students should always consult with their Academic Advisor for more information.
Graduation

General Requirements

To earn a diploma, incoming students are strongly advised to meet the diploma-requirements, approved by the MEVA Governing Board. Completing this program of studies will greatly expand/enhance students’ post-secondary options. At minimum, students must meet the diploma-requirements, specified by the State of Maine. MEVA Recommended and State of Maine Minimum credit requirements, listed by academic subject, are shown in the table below.

Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>MEVA Recommended</th>
<th>State of Maine Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Math</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Science**,</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Social Studies*</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Health</td>
<td>1.0</td>
<td>0.5</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Electives</td>
<td>8.0</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>24.0</strong></td>
<td><strong>17.5</strong></td>
</tr>
</tbody>
</table>

*Must include United States History, United States Government, Civics and/or an approved Social Studies course.
**One credit must be an approved Lab credit course (i.e. Biology, Chemistry)

Students must comply with the state-mandated minimum graduation requirements.

Incoming 9th Grade Students

To earn a diploma through MEVA, all students must meet all Maine state diploma requirements for their designated graduation year published at the time the student begins course work at MEVA.

10th-12th Grade Transfer Students

Graduation requirements for students who transfer into MEVA after completing at least one semester of course work at an accredited institution will be amended on a case-by-case basis. District graduation requirements, including the required credits, will be pro-rated as necessary to reflect student’s progress toward graduation at past schools. Transfer students must provide or
authorize transfer of transcripts for all previous high school work prior to their first day of course work.

Factors to be considered in the evaluation of student’s progress toward graduation will include:

- The number and type of credits earned at previous school(s);
- The number of credits possible in a given semester;
- The definition of credit at previous school;
- A transcript analysis and course matching conducted by MEVA;
- The number of semesters left until graduation;
- Students must comply with the state-mandated minimum graduation requirements.

Promotion/Retention Policy
Based on a student’s ILP and/or IEP, MEVA reserves the right to promote or retain a student.

Transfer Credits
MEVA reserves the right to refuse transfer credits from non-accredited institutions or for homeschool experiences.

Accelerated Graduation
Graduation at an accelerated rate will be considered upon petition, subject to school policy and approval by the Head of School.

The following policies govern accelerated graduation decisions. Students are permitted to take no more than seven (7) courses through MEVA during any given academic semester without approval of MEVA’s Head of School. Students and/or families will be fully responsible for fees and tuition associated with non-MEVA courses and activities.

Students must obtain approval for accelerated graduation before undertaking additional course work outside of MEVA.

Diploma Authorization
Students who graduate from MEVA with at least the minimum number of credits, in accordance with the requirements specified above, will earn a diploma from Maine Virtual Academy authorized by the Maine Charter School Commission.
Conduct and Discipline

Student Code of Conduct (Overview)
MEVA recognizes and strives to meet the individual needs of each student through programs which promote the development of self-esteem, cooperation and vision. This expanded view of school will result in well-educated, productive and socially responsible citizens. To this end, we believe the school should reflect the desires and expectations held by our community for our children, and that the school must provide an environment that ensures the safety and well-being of students. For this reason, it is important that the school have clear expectations and guidelines for students.

Virtual Classroom Conduct
In order for a virtual classroom session to be educationally effective for students, all students should abide by a standard set of rules. The following rules govern student conduct in the virtual classroom:

- Students’ written and oral communications must be free of vulgar, belittling, or offensive language.
- Students must abide by rules established by the course instructor.
- Students must comply with usage instructions communicated orally or in writing by the instructor.

Students who violate the virtual classroom rules of conduct will be warned by the instructor to correct their behavior. If the student does comply with the instructor’s instructions, he/she will be removed from the virtual classroom for the rest of the session.

If a student has been removed from a virtual classroom, the student may receive read-only privileges in the virtual classroom for the rest of the semester or until the instructor deems it appropriate to restore write privileges to the student.

Use of Language and Images
Students must not use vulgar, obscene, abusive or demeaning language, writing, pictures, signs or acts in written or oral communications, including email, discussion board, listserv, virtual classroom, student websites, or in photographs. Students are prohibited from posting content from or links to suggestive, lewd or otherwise inappropriate websites.

Dress Code
Appropriate attire shall be worn at all school activities.

Personal Respect
MEVA administrators, instructors and students know that personal respect is the foundation of learning. Language, comments, or images that show a lack of respect for individuals or groups will lead directly to disciplinary action.
**Defiance**

Students should follow the requests of school staff; failure to do so is defiance toward school personnel or rules. Defiance is defined as defying instructions of school personnel, the bold resistance of school authority, and/or contemptuous behavior or attitude that is manifested by breaking of school rules. Acts of defiance may result in disciplinary action.

**Harassment, Intimidation, and Bullying**

No one should be subjected to harassment, intimidation or bullying at school for any reason. Therefore, it is the policy of MEVA that all students will deal with all persons in ways which convey respect and dignity. Harassment, intimidation or bullying in the form of name-calling, taunting, gestures, unwelcomed conduct, jokes, pictures, slurs, ridicules, or sexual harassment are prohibited. Such conduct referencing or directed at an individual or group that demeans that person/group on the basis of race, ethnicity, religion, gender, sexual orientation, creed, age, disability or other extraneous factors is prohibited and shall be grounds for disciplinary action.

Sexual harassment includes all unwanted, uninvited, and non-reciprocal sexual attention as well as the creation of an intimidating, hostile or offensive school or work environment. This can include:

- Sexually suggestive looks or gestures
- Sexual jokes, pictures or teasing
- Pressure for dates or sex
- Sexually demeaning comments
- Deliberate touching, cornering or pinching
- Attempts to kiss or fondle
- Threats, demands or suggestions that favors will be granted in exchange for sex or tolerance of sexual advances

MEVA has a zero tolerance policy towards intimidation, harassment, bullying, fighting, and racial and/or sexual harassment as such actions are considered violent acts against others. These behaviors cannot be tolerated, and the natural consequence is to be barred from interactions with others.

A warning letter will be sent to the student (and parent if applicable) for the first harassment, bullying, or intimidation offense requiring the student (and parent if applicable) to communicate with the teacher or Advisor. Subsequent offenses may lead to suspensions in accordance with the School discipline policy.

MEVA will promptly and thoroughly investigate reports of harassment, intimidation and bullying, whether of a physical or of a nonphysical form. If it is determined that either has occurred, MEVA will act appropriately within the discipline codes of MEVA and will take reasonable action to end such behavior.
**Definition of Bullying**

"Bullying" includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

1. Has, or a reasonable person would expect it to have, the effect of:
   - Physically harming a student or damaging a student's property; or
   - Placing a student in reasonable fear of physical harm or damage to the student's property;
2. Interferes with the rights of a student by:
   - Creating an intimidating or hostile educational environment for the student; or
   - Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school; or
3. Is based on a student's actual or perceived characteristics identified in Title 5, section 4602 or 4684-A, or is based on a student's association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics and that has the effect described in subparagraph (1) or (2).

"Bullying" includes cyberbullying.

*(Please refer to the end of this handbook for more information on bullying/cyber bullying and the reporting process.)*

**Plagiarism**

MEVA has a zero tolerance policy for academic dishonesty. Cheating (giving or receiving information) and plagiarism on class work may result in a zero grade for the assignment without the opportunity to complete an additional assignment to make up lost points.

The following procedure governs identification and discipline for instances of academic dishonesty:

First Offense: The teacher will meet with the student and parent and alert the head of school. The student will not receive credit for the plagiarized assignment. In addition, he or she will be required to review the plagiarized lesson and complete the plagiarized lesson for 70% of the original points.

Second Offense: The student and parent will attend a conference with the head of school. The student will not be allowed to rewrite the assignment.

Continued Offenses: Additional disciplinary action may be taken and could result in failure of the course.

**Academic Freedom/Student Rights**

In addition to other rights established by law, each student served by MEVA shall possess the following substantive rights, and no school district shall limit these rights except for good and sufficient cause:

- No student shall be unlawfully denied an equal education opportunity or be unlawfully discriminated against because of national origin, race, religion, economic status, gender, sexual orientation, pregnancy, marital status, previous arrest, previous incarceration or a physical, mental or sensory handicap.
All students possess the constitutional right to freedom of speech and press, the constitutional right to peaceably assemble (see Freedom of Assembly) and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence, subject to reasonable limitations upon the time, place and manner of exercising such right.

All students possess the constitutional right to be secure in their persons, papers and effects against unreasonable searches and seizures.

All students shall have the right to be free from unlawful interference in their pursuit of an education while in custody of a common school district.

No student shall be deprived of the right to an equal educational opportunity in whole or in part by a school district without due process of law.

The foregoing enumeration of rights shall not be construed to deny or disparage other rights set forth in the constitution and the laws of the State of Kansas or the rights retained by the people.

Technology Usage
MEVA has done due diligence to protect students’ personal information and to guard against cyber predators by installing anti-virus software and security settings on each MEVA issued student computer. Students are responsible for installing updates and patches for anti-virus software. Students must not change the security settings of the computer.

Students must sign an Acceptable Use Agreement governing their use of the on-loan hardware, the internet and email.

Students who are found to be in breach of the Acceptable Use Agreement, or have been withdrawn from the school, must return the computer and printer to MEVA. Students/families who do not comply with the return request will be liable for the cost of the computer and printer.

Discipline - Process
The most effective discipline is taught and dealt with before problems arise. It is a learning process that should be Instructor directed. This being said, when applicable, internal interventions will be utilized prior to the referral process.

If a warning is ignored and the behavior continues, the student will be referred to the Head of School. The Instructor will email the Head of School and Advisor a referral which states the nature of the problem.

Within one school day of receipt of the referral, the student will communicate with the Head of School to review the incident and develop a plan to return to the class, which will include communication with and a response from the parent.

The Head of School will contact the student’s parent by the parent’s preferred method of contact (phone or email) to review concerns relating to the disciplinary incident.

The student will miss the virtual classroom session from which he/she was excluded, and is
responsible for viewing the recording. If necessary, he/she may be blocked from participating in further live sessions, the discussion board and/or the course itself.

If the student doesn’t follow through with the agreed-upon plan, he/she will be referred to the Head of School and Academic Advisor again.

With each additional referral, the student will be assigned a consequence or disciplinary step to be determined based on the student’s behavior.

Additional referrals may result in continued suspension from school, and the need for a conference between the student/parent and Head of School to develop a plan for return to class.

It should be noted that there are instances where this process may be altered. Behaviors such as violence toward others, bullying, harassment, intimidation, disrespect toward instructors, non-compliance, and other behaviors that a staff member deems as disruptive to an orderly learning environment, may result in an automatic referral to the Head of School.

Instructors will not re-admit a student to the online classroom until they have communicated with the Head of School.

**Discipline - Appeal Process**

A parent or student has a right to appeal disciplinary action. If an appeal is desired, a letter must be received by the school district office within ten (10) school business days (Monday through Friday, 8 a.m. to 4 p.m.) with an official request for an appeal hearing.

**Re-admission**

A student who has been long-term suspended or expelled from MEVA and wishes to be considered for entrance or readmission to MEVA must appeal to the MEVA Head of School. In the case of expulsion, entrance or re-admission will be considered based on review of the offenses resulting in expulsion and a review of the student’s re-entry plan.
Record Keeping

Records to be maintained
MEVA will maintain and store the following records:

- Student Information
- Forms/Demographics
- National and State Assessment Results
- Student Transcripts

Records Storage
Records will be stored in accordance with state standards and MEVA policies.

Attendance Tracking
MEVA recognizes that many of our students have work and family responsibilities that make “traditional” school attendance difficult to comply with, and that is why they choose to attend our school. However, attendance must be tracked for State and Federal reporting. Within the State of Maine, the following measures are tracked:

- Instructional Hours
- Attendance
- Student Behavior Data

Instructional Hours
MEVA will implement a school that provides students with the state required instructional hours per year. All courses have been and will be audited to ensure they meet this criteria and evidence of that audit will be recorded. Audit records are maintained by MEVA.

School assemblies, student orientations, testing, parent-teacher conferences, and other instructionally related activities directly involving students may be included in the required instructional hours.

Attendance Policy
As a Maine public school, Maine Virtual Academy (MEVA) must adhere to the same attendance requirements as other public schools. Accordingly, the following are MEVA’s policies for tracking student attendance and, when necessary, reporting truancy.

At MEVA, we expect every student to attend every class every school day in accordance with the school calendar. Attendance is defined as consistently logging into courses in the Learning Management System (OLS (7-8)/LMS (9-12)). Participating in live sessions is mandatory. These lessons are recorded for student viewing at other times. If a student cannot attend a live session, they must watch the recording and perform the activity the instructor provided to receive credit for the live session.

Instructional Time can be entered on any day (e.g., weekends, holidays, etc.) by students and their
1. **Instructional Time**—The following criteria are counted toward Instructional Time:
   a. Student attended a Class Connect Live Session (whole group, small group or 1:1)
   b. Student logged into a lesson or lesson activity and the login can be documented
   c. Student and teacher engaged in a subject-oriented telephone conversation
   d. There is documentation of an email dialogue between the student and the teacher
   e. There is documentation of activity/work between the Learning Coach and student

2. **Reporting Planned and Unplanned Absences**
   a. If a student is going to be absent for a foreseeable reason for a period of 3 days or more, the Academic Advisor must be contacted in advance through email. The Academic Advisor will send the documentation to the Head of School to determine if the absence meets the criteria to be excused.
   
   b. If a student is going to be absent for an unforeseeable reason for an expected period of 3 days or more, the Academic Advisor should be contacted as soon as possible, but within 48 hours of the initial absence. The Academic Advisor will send the documentation to the Head of School to determine if the absence meets the criteria to be excused. Students whose absences are excused will be permitted to make up school work missed with no loss of credit up to the end of the reporting period. However, it is the responsibility of the student to arrange make up assignments/times with his/her teachers. The teacher will verify the attendance.
   
   c. The following factors are considered to be “reasonable” excuses for not logging into the online school:
      - Student Illness – written physician statement may be required to verify extended or repeated illness
      - Serious illness in the immediate family that would prohibit school attendance
      - Death in the immediate family
      - Observation or celebration of a religious holiday
      - Other such good cause as determined by the Head of School or designee
   
   d. The Head of School or Academic Advisor reserves the right to verify such statements and to investigate the cause of each individual absence or prolonged absence.
   
   e. Unexcused absences are absences which do not meet the criteria of section a or b or were not reported in a proper and/or timely manner.

3. **Attendance Tracking Procedures**

   Students who are absent for 3 or more days without a reasonable excuse will be considered excessively absent. In that case, the following protocols will be followed:
I. Level 1
   a. Defined as:
      i. 3 unexcused absences (includes required Blackboard Connect Sessions)
   b. Action Taken:
      i. Attendance warning email, and
      ii. Call from the Advisor

II. Level 2
   a. Defined as:
      i. 5 unexcused absences (includes required Blackboard Connect Sessions)
   b. Action Taken:
      i. 2nd Attendance Warning Letter
      ii. Call from the Advisor
      iii. Referred to FAST by the Homeroom Teacher

III. Level 3
   a. Defined as:
      i. 7 unexcused absences (includes required Blackboard Connect Sessions)
   b. Action Taken:
      i. Certified letter
      ii. Call from Head of School
      iii. Truancy reported and appropriate steps taken per Maine law

IV. Level 4
   a. Defined as:
      i. 10 unexcused absences (includes required Blackboard Connect Sessions)
   b. Action Taken:
      i. Certified letter
      ii. Truancy reported and appropriate steps taken per Maine law

4. Student Engagement
   a. Any student with 20% excused absences will be required to attend a meeting with the teacher, Advisor, and Head of School.

   b. Any student who fails to have 60% + (HS) or more than 10% behind expected progress (MS) will be considered insufficiently engaged and demonstrating insufficient participation. The homeroom teacher will refer the student to FAST.

**Manifestation Determination**
MEVA has numerous safeguards governing the discipline and removal of students with disabilities, including what is known as a “manifestation determination” when questions surround whether a student’s disability contributed to attendance or behavior/conduct leading to discipline, which may or may not trigger the need for MEVA to implement a Functional Behavioral Assessment (FBA) or Behavior Intervention Plan (BIP).
**Student Absences/Illnesses**
If a student is going to miss three or more consecutive school days, administration must be notified by the learning coach via phone or email. If the absence is due to illness or injury, a doctor’s note will be requested.

**Student/Parent Satisfaction Surveys**
As part of our continual school improvement process, MEVA will develop, distribute, and collect satisfaction surveys from students/parents about their experience with various aspects of their school experience, which may include:

- Enrollment process
- Course registration process
- Orientation process
- Material distribution and return
- Technology
- Academic advising experience
- Student/Parent Portal
- Courses

Data collected in surveys will be considered the property of MEVA. Results shall be reviewed at least annually during MEVA Operations meetings.
Materials and Technology

**Inventory Identification**
All hardware belonging to MEVA is clearly marked with an inventory identification tag or label. Any hardware bearing an inventory identification tag or label is “on loan” to the student for the semester or the school year. School materials (such as books and software) are also “on loan” to the student for the semester or the school year.

**Acceptable Use Policy**
In enrolling with MEVA, students (and if under the age of 18, their parent(s) or guardian(s) must accept the responsibility of using the computer, printer and course materials, and the system supplied by MEVA in a responsible and appropriate manner by signing an Acceptable Use Agreement, a legally binding contract, as part of the online enrollment process.

This Acceptable Use Agreement contains certain promises of students concerning the use of course materials, computer and printer (“Hardware”) and other systems that MEVA may provide access to that enable a Student’s online education (e.g., learning management system (OLS), student information system (SIS) and internal email (“Systems”)). The Hardware, Systems and course materials (collectively, “MEVA Property”) are intended to provide a means for educational activities only.

The laws of the State of Maine govern the Acceptable Use Agreement. The rights of use stated in the Acceptable Use Agreement are not transferable to another party. For a copy of the complete Acceptable Use Agreement, please contact MEVA at 1-800-250-6382.

**Distribution of Textbooks, Materials & Technology**
MEVA will provide textbooks, software, and required materials for all core academic courses required for graduation. Most textbooks will be an online version accessible through the OLS. Hardback textbooks will only be provided in the event the course does not contain an online version or the student is on an IEP or Section 504 Plan. Students/families are responsible for expenses associated with software or materials for selected non-core courses such as technology courses.

Computer hardware (if ordered) will be shipped to students via USPS or FedEx with delivery confirmation. Shipments will carry insurance to cover the cost of replacing the system. Students/families will be notified of the method of delivery, the expected arrival date, and the tracking number of the package(s). The student or a parent/guardian must sign for the package.

**Insurance Coverage**
School insurance will not cover stolen, lost or fire-damaged equipment. MEVA highly recommends adding the laptop to the parent’s/student’s homeowner’s/renter’s insurance policy. Without the insurance protection against stolen, lost or fire-damaged equipment, the student and their family are financially responsible for replacement costs for any equipment damaged by fire, lost or stolen. All technology packages must be insured up to $2,000.
Return of Textbooks, Materials & Technology
Textbooks and other course materials must be returned within 14 calendar days following the last day of the semester during which the materials are used, or from withdrawal, whichever occurs first.
Student Support Operations

Student Inquiries
Students are encouraged to ask questions! The following guidelines define the process and appropriate contacts for common student questions.

Process
Students should submit their questions/problems via email or by phone as soon as possible.

Response Time
MEVA has a policy of responding to student inquiries within 24 hours. Weekends and/or holidays are not included.

Technical Support
Students can access technical support related to hardware and/or courses 24x7x363. Access information is available on the MEVA website, at k12start.com, or by calling 1-866-K12-HELP (866-512-2273).

Academic Support
Students and/or learning coaches should contact their course teacher for questions related to course content. Contact with the teacher should take place via email, phone or during the teacher’s office hour.

For questions about timelines, processes, or technical requirements of assignments, students should refer to the MEVA website.

Academic Counseling/Guidance Support
Students should contact their Academic Advisor via email or phone for academic counseling or guidance.

Advisory
A dedicated Advisor works with MEVA parents and students to foster success in the online learning environment.

Admissions/Registration Support
Students should contact their Enrollment Counselors for admissions and/or course registration support via email or phone. Students may also call MEVA offices at 1-800-250-6582 during regular hours.

Academic Support and Intervention/Non-Compliance Procedures
MEVA’s Family Academic Support Team (FAST) includes one Family Support Liaison (FASL) who welcomes and provides ongoing support to our families through strength-based and proactive interventions. New families and previously struggling families will receive a week-long orientation to online schooling with MEVA through our Strong Start program. During their Strong Start week,
families will, among other things, become more familiar with the learning platform and other programs used, explore learning and motivational strategies and enrichment for at-home learning, become adept at logging attendance and progress, develop and maintain a school schedule, practice planning techniques in small group and one-on-one meetings with a FAST member. MEVA will also utilize FAST to assist families in achieving and maintaining compliancy for those needing an additional layer of support through a tiered intervention process.

**Tier 1**

Prior to determining non-compliance, the teacher will communicate concerns with the parent/learning coach/mentor by email and/or phone. The teacher will make every effort to support the parent/learning coach’s needs and to clearly and concisely communicate the policies, expectations, and compliancy factors for students and parents as outlined in the MEVA Student/Parent Handbook.

- Teachers will also refer to the goals established during the student’s ILP goal-setting conference. MEVA may require face-to-face assessments with the student at a neutral location to help determine needs.

- The teacher will email an “Action Required” letter to the learning coach, outlining areas of specific compliancy to address. The learning coach will be expected to respond as requested to the letter within 24 hours during which the teacher and learning coach will conference to ensure that the learning coach is aware of school policies, strategies to practice, and the next step in the process.

**Tier 2**

When a teacher makes the determination that a parent/learning coach/student is non-compliant (including, but not limited to, not meeting expectations pertaining to daily and/or class connect attendance and participation, work sample submission, progress, communication, conferences, etc.), the teacher will refer the family to the Family Academic Support Liaison (FASL) for the Tier 2 level of support.

- Upon arrival to Tier 2, the FASL will email the learning coach a Tier II introduction letter. Families are expected to work closely with the FASL as well at their student’s teacher. The FASL and teacher will work closely to develop a Back on Track (BOT) plan which outlines the specific actions required by the student and learning coach to maintain compliance and become successful with the goal of academic achievement. The FASL will contact the family to discuss the BOT plan.

- The FAST member will monitor compliancy issues and will follow up with the family by phone or online meeting every week or more often, as needed. The family will remain in this tier of support for a minimum of 20 school days unless more intensive intervention is deemed necessary by the support team based on the ability of the family to follow the BOT plan consistently.
• If a family successfully follows the BOT plan for a minimum of 20 school days, they can move out of Tier 2 and out of FAST support. However, the support team can determine to keep the family in Tier 2 longer than 20 school days if they determine that the family needs additional support. If a family does not comply with the BOT plan, they may be moved into Tier 3 at any point in the process.

**Tier 3**

If the family is unable to resolve or sufficiently address the non-compliant issue(s) within Tier 2, the family will move into Tier 3 of the FAST intervention process where the family begins to accrue family engagement points (FEPs) based on continued non-compliance with the BOT.

• Upon arrival in Tier 3, the FASL will send the learning coach and student a Tier 3 introduction letter. The FASL will then contact the family to discuss the Tier 3 process and review the expectations while reviewing the updated BOT, along with an explanation of how FEPs are accrued. The FAST member will assign points to the family based on compliance with the BOT plan. If the student maintains compliance pertaining to the BOT plan, the family will remain in Tier 3 for a minimum of 20 days or longer if the determination is made by the MEVA teacher, FAST member, or administration.

• The FASL will call the learning coach and/or student 5 days after the initial Tier 3 meeting or sooner if the student has accrued 5 FEP’s and contact MEVA administration.

• The FASL will review the number of FEP’s 10 days through phone or online after the initial Tier 3 meeting to discuss.

• The FAST member, along with the teacher(s), will continue to monitor the family’s progress on the BOT plan for a minimum of 20 school days, unless the family moves to Tier 4 due to accruing 10 or more FEPs. After 10 school days in Tier 3, the support team will determine whether to keep the student in Tier 3 or move to Tier 4.

**Tier 4**

When a student moves into Tier 4, the FASL will notify MEVA administration of non-compliance. The family will be required to attending a conference with MEVA Administration and FASL to determine the next steps for the student.

• Throughout all steps in the tiered, non-compliance process, the family will be expected to maintain consistent contact through email, phone, and online sessions with the teacher, FAST member, and other MEVA staff and attend all class connect sessions and assigned conferences.

• At any point during the intervention process, when contact attempts have been made with no response from the parent/learning coach within 24 hours, the FAST member will send a no contact letter to the family that non-compliance has begun.
- The FASL and the teacher may choose to allow the family to remain in any level of the tiered intervention process for longer than the 20 school day minimum if progress is being made. The school may also accelerate the family into higher levels of support (tiers) before each 20 day minimum at any time further support is deemed necessary.

- Students re-entering referral status within the same school year enter the referral process at the Tier 3 level.
FERPA Policy

NOTIFICATION OF RIGHTS UNDER FERPA

At MEVA, safeguards are in place for proper access to student records by phone and electronically. The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (eligible students) certain rights with respect to the student’s education records. They are:

A. The right to inspect and review the student’s education records within 45 days of the day Maine Virtual Academy (MEVA) receives a request for access.

Parents or eligible students should submit to the school Principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

B. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask Maine Virtual Academy to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the Maine Virtual Academy decides not to amend the record as requested by the parent or eligible student, the Maine Virtual Academy will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

C. The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school unit as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; person or company with whom the school unit has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.
A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

Upon request, the Maine Virtual Academy discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

D. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Maine Virtual Academy to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC  20202-4605

E. The Maine Virtual Academy may make public at its discretion personally identifiable information from the education records of a student without parental consent if that information has been designated as directory information by the school. This school has designated the following information as directory information: the student’s name, participation in officially recognized activities and sports, weight and height of athletes, and honors and awards received.

Such information will not be disclosed if the parent of the student informs the school in writing within 10 days of the first student day of the school year or within 10 days after enrollment that such information is not to be designated as directory information with respect to that student. Any such notice should be sent to the Head of School at the following address:

Maine Virtual Academy
P.O. Box 5378
Augusta, ME  04333

F. Federal law permits military recruiters and institutions of higher learning to request and receive the names, addresses and telephone numbers of high school students upon request, unless the student’s parent or eligible student notifies the school unit that he/she does not want such information released. Such information will not be disclosed if the student’s parent or eligible student notifies the school unit, in writing, that such information should not be released without his/her written consent. Any such notice should be sent to the Head of School at the following address:

Maine Virtual Academy
P.O. Box 5378
Augusta, ME  04333
G. Under Maine law, Maine Virtual Academy shall not publish on the Internet without written parental consent any information whether directory or otherwise, that identifies a student, including but not limited to the student’s full name, photograph, personal biography, email address, home address, date of birth, social security number and parents’ names.

The Maine Virtual Academy maintains a more extensive policy and procedure concerning education records. This policy and procedure can be obtained by contacting the MEVA Head of School at 1-800-250-6382.
Bullying and Cyberbullying Prevention  
(From the Maine Department of Education)

I. Introduction

It is our goal for our school to be a safe and secure learning environment for all students. It is the intent of the MEVA Board and school to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Bullying and other forms of peer mistreatment are detrimental to the school environment as well as student learning, achievement and well-being. Peer mistreatment interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying and other forms of peer mistreatment affect not only students who are targets but also those who participate in and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

It is not the Board’s intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that interferes with students’ opportunity to learn, the educational mission of Maine Virtual Academy, and the operation of the school.

II. Prohibited Behavior

The following behaviors are prohibited:

1. Bullying;
2. Cyberbullying;
3. Harassment and Sexual Harassment (as defined in board policy ACAA);
4. Retaliation against those reporting such defined behaviors; and
5. Making knowingly false accusations of bullying behavior.

Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to appropriate disciplinary actions.

III. Bullying and Cyberbullying Defined

“Bullying” and “Cyberbullying” have the same meaning in this policy as in Maine law:

A. “Bullying” includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

   (1) Has, or a reasonable person would expect it to have, the effect of:
       (a) Physically harming a student or damaging a student's property; or
(b) Placing a student in reasonable fear of physical harm or damage to the student's property;

OR

(2) Interferes with the rights of a student by:
   (a) Creating an intimidating or hostile educational environment for the student; or
   (b) Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school;

OR

(3) Is based on a student’s actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student’s association with a person with one or more of these actual or perceived characteristics, and that has the effect described in subparagraph (1) or (2) above. (These behaviors might also meet the criteria for harassment as defined in board policy ACAA: Harassment and Sexual Harassment of Students.)

Examples of conduct that may constitute bullying include, but are not limited to:
1. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor;
2. Behavior that is likely to harm someone by damaging or manipulating his or her relationships with others, including but not limited to gossip, spreading rumors, and social exclusion;
3. Non-verbal threats and/or intimidations such as use of aggressive, menacing, or disrespectful gestures;
4. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally or in writing;
5. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
6. Blocking access to school property or facilities;
7. Stealing or hiding books, backpacks, or other possessions;
8. Stalking; and
9. Physical contact or injury to another person or his/her property.

B. “Cyberbullying” means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.

Examples of conduct that may constitute cyberbullying include, but are not limited to the following actions on any electronic medium:
1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website, an app, in social media, or any other electronic platform;
2. Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the targeted student;

3. Impersonating or representing another student through the use of that other student’s electronic device or account to send e-mail, text messages, instant messages (IM), phone calls or other messages on a social media website;

4. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target’s e-mail account, IM account, or cell phone; and

5. Using a camera phone or digital video camera to take and/or send embarrassing or “sexting” photographs of other students.

C. “Retaliation” means an act or gesture against a student for asserting or alleging an act of bullying. “Retaliation” also includes knowingly falsely reporting an act of bullying.

D. “Substantiated” means that the outcomes of the investigation on the Responding Form (JICK-E2) provide clear evidence to prove that bullying or cyberbullying, as defined in policy, did occur.

E. “Alternative discipline” means disciplinary action other than suspension or expulsion from school that is designed to correct and address the root causes of a student’s specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student’s misbehavior.

IV. Application of Policy

A. This policy applies to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation, all of whom have the responsibility to comply with this policy.

B. This policy applies to bullying that:

1. Takes place at school or on school grounds, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. “School grounds” also includes school-related transportation vehicles.

2. Takes place while students are being transported to or from schools or school-sponsored events;

3. Takes place at any school-sponsored event, activity, function, program, instruction or training; or

4. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in this policy’s definition of bullying.
Bullying and Cyberbullying Reporting Form
(From the Maine Department of Education)

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel.
Upon completion of this form, or when providing a verbal report, submit to designated school personnel or administrative office.

Date the alleged incident of bullying is being reported: _______________________

Person(s) reporting the alleged incident(s) of bullying (this is optional as reports can be made anonymously, except when reported by staff, coaches and advisors): __________

Person(s) completing this form (if different than person listed above and not anonymously reporting): ___________________

Person reporting is: student parent grandparent guardian
school staff coach advisor other ________________

Contact information of person reporting (optional):
home or work phone: (___) ___________________ Cell phone: (___) ________________________
email: ____________________________________________
home address: ________________________________________

Details
Name of student(s) who is believed to have been bullied: _________________________________

Name of the student(s) or adult(s) who is alleged to have bullied: ________________

Date(s): ____________________________________________
Time(s)/time(s) of day: _______________________________________
Location(s) of incident(s): ______________________________________

Were there any witnesses? ☐ yes ☐ no
May the school personnel conducting an investigation contact these witnesses? ☐ yes ☐ no
If so, please provide names of witnesses to be contacted during the investigation:
________________________________________________________________________
________________________________________________________________________
Please provide a description of incident(s) and include any supporting documentation:
_______________________________________________________________________________
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(Use additional pages, if needed)

I agree that the information on this form is accurate and true to the best of my knowledge and belief.

____________________________________    Date: _____________
Signature of person reporting (optional)

******************************************************************************

Received by: ____________________________  Date: _____________
Position/title: ____________________________
Copy to school principal on: ________________  Date

Copy received: ____________________________  Date: _____________
Signature of school principal
Copy to superintendent on: ________________  Date

Copy received: ____________________________  Date: _____________
MAINE VIRTUAL ACADEMY
MEDIA RELEASE FORM

Throughout the year, there are occasions when the Maine Virtual Academy may want to take pictures/videos of the student participating in activities related to the school. We may use, duplicate, broadcast, distribute and display these pictures/videos in Maine Virtual Academy or K12 Inc. publications, local newspapers, school website, and/or homerooms, advertising, at Maine Virtual Academy or K12 facilities, or on the websites maintained for them.

We request that you sign this photo/video release for the student to allow us to record on film, tape or otherwise, to edit such items as desirable/necessary and to use the student’s name, likeness, image, voice and performance as outlined above. Thank you in advance for your support and understanding.

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☐ YES, I give my consent for Maine Virtual Academy/K12 Inc. to use pictures/video of my student.

☐ NO, I do NOT give my consent for Maine Virtual Academy/K12 Inc. to use pictures/video of my student.

Legal Guardian’s Signature: ___________________________  Date: ___________________________
Parent/Learning Coach Contract

- I understand we have to participate in required student orientations at the beginning of the school year.

- I understand that it is the duty of the learning coach and/or adult student to provide the student's transportation to mandatory state testing sessions and face-to-face final exams around the state regardless of distance.

- I understand the student will participate in all required state testing preparation such as Study Island, teacher required tutorial Blackboard sessions, and NWEA testing.

- I understand I must create a learning schedule that allows for a minimum of 30 hours per week of dedicated school time. Students who have poor attendance (insufficient hours recorded over time in the system) or low progress in courses may be withdrawn and reported as truant to the student’s resident school district and district attorney.

- I understand regularly scheduled Blackboard sessions must be attended and that it is a requirement to make up any missed sessions by watching the recording and submitting the activity within the time allotted by my teacher.

- I understand and accept the responsibility to supervise the student in using the K12 curriculum, and I understand that I am expected to become knowledgeable about it. Any other work accomplished by the student is supplemental to, and not in place of, the K12 curriculum lessons. MEVA does not consider it acceptable to leave a student home alone or unsupervised to complete coursework.

- I understand and agree that I am expected to participate in regular and scheduled conferences (adult and student), and office hours my teacher and/or advisor schedules.

- I understand that I will treat staff and fellow students with respect at all times including communication within email, Blackboard, discussions and phone conversations.

- I understand I must provide a reliable internet connection before school starts, and identify a backup internet plan in case of service interruptions. I am responsible for any assignments that are assigned during this time.

- I understand I must report any missing textbooks or materials to the teacher immediately. I must return textbooks, software and/or supplementary materials upon request, at the end of the course, to avoid charges.

- I understand I must report technical problems to K12 tech support immediately to
receive timely assistance. I will also notify administration via email when the problem will impede on my coursework for more than one day.

- I understand and agree that I am expected to follow the guidance and support of a certified teacher in implementing the MEVA program with the student and will contact course instructors first on any questions related to course content, assignments, exams or grades.

- I understand and agree that I must log student attendance daily.

- I understand I must check my email account on a regular basis (learning coach at least once per week, students every day) to receive communications and progress reports from the school and to respond to communication within 48 hours.

- I understand the student must STAY ON PACE with weekly assignments, tests, and quizzes. We are committed to ensuring this expectation is met.

- I understand I must contact the office if the student will be unable to participate in classes for more than 3 consecutive days.

- I understand the student must put forth the effort required to ensure every chance of being successful to earn a high school diploma.

- I understand that I will follow all the policies of MEVA as listed in the parent/student handbook.

- I understand I must contact the school with my telephone number or address changes two school days, so I will continue to receive regular communications.

- I understand if I move out-of-state, I will immediately be transferred to my resident state.

- I understand MEVA is a full-time public school program and that a student may not be enrolled in any other full-time or part-time school without MEVA administrative approval.

- I understand the student will need to adhere to the academic integrity policy in which plagiarism is discussed along with the consequences for violations. I will read the plagiarism policy with my student.

Please accept this completed and/or electronically signed document for my student in Maine Virtual Academy for the academic year 2017-2018. I understand that completion of this enrollment form does not guarantee admission into the program.

*If the student is at least 18 years of age and otherwise legally competent, the student can sign this agreement.*
I expressly state that I have read, understand, and am familiar with all provisions and that I sign it of my own free will.

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