MAINE VIRTUAL ACADEMY

STUDENT & PARENT/LEARNING COACH HANDBOOK
SY2019-2020

Dr. Melinda Browne, Head of School
mbrowne@mainevirtual.org
(207) 613-8900
https://meva.k12.com/

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August 2019
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Welcome to Maine Virtual Academy!
Letter from the MEVA Board of Directors

It is with great pleasure that we present to you our Student & Parent/Learning Coach Handbook for the 2019-20 school year. We are excited to launch our third 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, Suite 230
Augusta, ME 04330
(207) 613-8900

Please always feel free to share with us your ideas on ways to improve our school and make the 2019-20 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, 2019-2020, is intended to guide students and parents/guardians in the operations of the school and the responsibilities and expectations of MEVA learning coaches and students. Policies contained herein have been approved by the Maine Virtual Academy Board of Directors.

**Mission and Vision 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

**Translated Materials/Access Statement**

To translate this correspondence to a different language, please go to https://translate.google.com/ and copy and paste the text. (Please be advised that Maine Virtual Academy is not responsible for the translated content through Google. This link is provided as an aid only). If you need more assistance, please call the school at 207.613.8900

Maine Virtual Academy has rights to make amendments to the handbook when necessary.
MEVA Directory/Contact Guide – We are here for you!

<table>
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<th>Frequent Contacts</th>
<th>Name</th>
<th>Email</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School/Superintendent</td>
<td>Dr. Melinda Browne</td>
<td><a href="mailto:mbrowne@mainevirtual.org">mbrowne@mainevirtual.org</a></td>
<td>207.613.8900 x 2001</td>
</tr>
<tr>
<td>Academic Administrator</td>
<td>Don Fournier</td>
<td><a href="mailto:dfournier@mainevirtual.org">dfournier@mainevirtual.org</a></td>
<td>207.613.8900</td>
</tr>
<tr>
<td>Academic Advisor</td>
<td>Mike Susi</td>
<td><a href="mailto:msusi@mainevirtual.org">msusi@mainevirtual.org</a></td>
<td>207.613.8900 x 2003</td>
</tr>
<tr>
<td>Family Academic Support Liaison</td>
<td>Lizzie Malvicini</td>
<td><a href="mailto:lmalvicini@mainevirtual.org">lmalvicini@mainevirtual.org</a></td>
<td>207.613.8900 x 2022</td>
</tr>
<tr>
<td>Attendance/Engagement Clerk</td>
<td>Mehry Mohammadi</td>
<td><a href="mailto:mmohammadi@mainevirtual.org">mmohammadi@mainevirtual.org</a></td>
<td>207.613.8900 x 2010</td>
</tr>
<tr>
<td>Special Services Office (504/IEP)</td>
<td>Danielle Pouzol</td>
<td><a href="mailto:dapouzol@mainevirtual.org">dapouzol@mainevirtual.org</a></td>
<td>207.613.8900 x 2017</td>
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**Student Matrix for Support**

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<td>Content Teacher</td>
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<tr>
<td>Accommodations/Modifications</td>
<td>Danielle Pouzol, Special Services Office, 207-613-8900 x2017</td>
</tr>
<tr>
<td>Address/Phone Number Update</td>
<td>Stephanie Emery, Registrar 207-613-8900 x 2000</td>
</tr>
<tr>
<td>Attendance Questions</td>
<td>Mehry Mohammadi, Attendance/Engagement Clerk 207-613-8900 x2000</td>
</tr>
<tr>
<td>Classroom Distractions/Issues</td>
<td>Content Teacher</td>
</tr>
<tr>
<td>Course Change or Missing Course(s)</td>
<td>Mike Susi, Academic Advisor 207-613-8900 x 2003</td>
</tr>
<tr>
<td>Curriculum/Course Content Questions &amp; Errors</td>
<td>Content Teacher</td>
</tr>
<tr>
<td>Course Materials Shipping, Missing &amp; Damaged</td>
<td>Customer Support: k12.com/support / 866-512-2273</td>
</tr>
<tr>
<td>Emergencies/Issues interfering w School Success</td>
<td>Dr. Melinda Browne, HOS: <a href="mailto:mbrowne@mainevirtual.org">mbrowne@mainevirtual.org</a></td>
</tr>
<tr>
<td>Feedback</td>
<td>Dr. Melinda Browne, HOS: <a href="mailto:mbrowne@mainevirtual.org">mbrowne@mainevirtual.org</a></td>
</tr>
<tr>
<td>Grades/Scores for Assignments/Assessments</td>
<td>Content Teacher</td>
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<tr>
<td>Graduation Plan (Grad Plan)</td>
<td>Mike Susi, Academic Advisor 207-613-8900 x 2003</td>
</tr>
<tr>
<td>IEP/504 Plan Questions</td>
<td>Danielle Pouzol, Special Services Office, 207-613-8900 x2017</td>
</tr>
<tr>
<td>Title IX Coordinator</td>
<td>Jillian Dearborn, <a href="mailto:jdearborn@mainevirtual.org">jdearborn@mainevirtual.org</a>/866-613-8900</td>
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<tr>
<td>K12 Computer Requests</td>
<td>Stephanie Emery, Registrar 207-613-8900 x 2000</td>
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<tr>
<td>Child Find/ RTI/MTSS Coordinator</td>
<td>Danielle Pouzol, Special Services Office, 207-613-8900 x2017</td>
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<td>Online Navigation</td>
<td>Lizzie Malvicini, Family Academic Support Liaison 207-613-8900 x2022</td>
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<tr>
<td>Orientation for new &amp; returning families</td>
<td>Lizzie Malvicini, Family Academic Support Liaison 207-613-8900 x2022</td>
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<td>Post-Secondary/Rural U Questions</td>
<td>Mike Susi, Academic Advisor 207-613-8900 x 2003</td>
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<td>Homeless Liaison/Foster Care Liaison</td>
<td>Dr. Melinda Browne: 207-613-8900 x 2001</td>
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<td>Quiz/Test Retakes</td>
<td>Content Teacher</td>
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<td>Registration/Re-Registration Questions</td>
<td>Stephanie Emery, Registrar 207-613-8900 x 2000</td>
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<td>Return Labels (Need Additional UPS Labels)</td>
<td>Customer Support: k12.com/support</td>
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<td>English Language Learner Questions</td>
<td>Danielle Pouzol, Special Services office, 207-613-8900 x2017</td>
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<td>State Testing and SAT/SAT Prep</td>
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<td>School Events &amp; School Community Logins</td>
<td>Mehry Mohammadi, Attendance/Engagement Clerk 207-613-8900 x2000</td>
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<td>STRIDE/USA Test Prep Questions</td>
<td>Content Teacher</td>
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<td>Stephanie Emery, Registrar 207-613-8900 X 2000</td>
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<tr>
<td>Working Ahead in Course</td>
<td>Content Teacher</td>
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Customer Support/Tech Support is open 24/7: 866 512 2273
https://www.help.k12.com/s/
Program Scope
MEVA is primarily a full-time, online, diploma-granting, free virtual public 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. The model requires an active learning coach at home (usually a parent, family member, etc.) to ensure student success.

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. You may find the discrimination appeal policy on page 13. Inquiries may be directed to:
Dr. Melinda Browne, Chief Executive Officer/Head of School
Ballard Center: Maine Virtual Academy
6 East Chestnut Street, Suite 230
Augusta, ME 04330

Residency Requirement
MEVA is a publicly-funded school. Currently, students who are, or will be, residing in the state of Maine for the 2019-20 academic year and are in grades 7-12 are eligible to attend. Families must provide at least one of the following documents during the enrollment process 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 for attending MEVA so long as a student is in grades 7-12; however, based on your cohort year, MEVA will determine placement. If a student is 20 years of age or older before October 1st, MEVA will be unable to enroll.

Application and Deadline
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 initial enrollment steps. Seat offers may be extended throughout the school year as space becomes available. Because of this, there is no official deadline announced unless MEVA hits the enrollment cap. MEVA gives preference to previously enrolled students, siblings of enrolled students, and students in grades 7-9, followed by grades 10, 11, and then grade 12. You will find more about the application process later in this handbook.

State Immunization Requirements
*One dose of meningococcal vaccine MCV4 (serogroups A, C, W, and Y) is required for all students entering 7th grade. 1 dose of the Tdap is also required.
*Two doses of meningococcal vaccine MCV4 are required for students entering 12th grade, with a minimum interval of 8 weeks between dose one and dose two. If the first dose of
meningococcal vaccine was administered on or after the 16th birthday, a 2nd dose is not required. Updated information can be submitted via the k12 Parent Enrollment Portal under Immunizations, or it can be e-mailed to the Registrar at semery@mainevirtual.org, and/or via MEVA fax 603-836-0489.

**Hearing and Vision**

Rule for Hearing and Vision Screenings in Maine Schools, Chapter 45.

*For Vision: Any public or private school approved pursuant to 20-A MRSA 2902 shall screen students for vision as follows: Distance vision acuity will be screened in public pre-school, kindergarten and grades 1,3,5,7, & 9.

*For Hearing: Any public or private school approved pursuant to 20-A MRSA 2909 shall screen students for hearing as follows; Hearing screening will be conducted in public preschool programs, kindergarten and grades 1,3, and 5. It is recommended that students in grade 7 also be screened.

**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 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. MEVA 7th graders advance to 8th grade at MEVA unless otherwise decided via a meeting with the Head of School and/or Academic Advisor.

**Special Education and Individualized Education Plans**

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/designee knowledgeable of the online general education curriculum/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

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/learning coach, 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.

**Health and Safety/Reporting Medical Needs**

In the unfortunate circumstance of a medical emergency at a face-to-face event such as (but not limited to) a field trip or state testing, MEVA staff and faculty receive basic first aid training. If your child has any medical needs, it is essential to let them Special Services Dept know which medications, where the medications need to be stored, and how to handle those medications for your child. We also strongly suggest that a guardian stays on-site. If there is an emergency, the school will call 911 and alert you as soon as possible.
Child Find Policy
MEVA seeks to ensure that all students within its school are identified, located and evaluated who are school-age (5 through the school year in which they turn 20) and who are in need of special education and supportive assistance - including homeless children, state wards, state agency clients, students who have been suspended or expelled, students receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during the school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

MEVA’s child find responsibility shall be accomplished through a school-wide process which, while not a definitive or final judgment of a student’s capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

The child find process shall include obtaining data on each child through multiple measures, direct assessment and parent information regarding the child’s academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills.

If the child find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student’s eligibility for special education services. School staff, parents or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school’s pre-referral and referral policy. Legal Reference: 34 CFR § 300.111 (2066) Ch. 101, IV (2) (2007 (Me. Dept. of Educ. Regulations)

*SUSPENDED/EXPULSED STUDENTS*
MEVA shall evaluate enrollment for 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 at school or a school function.
Transfer Credits
Students may transfer in credits from any Maine high school or middle school as MEVA serves grades 7-12.

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. Please continue reading the handbook for more information on graduation requirements and credits.

Enrollment Application and Registration Process
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 MEVA reaches the 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.

For more detailed information about the MEVA registration process, step-by-step instructions, and registration timeline is available on the MEVA website at http://meva.k12.com or by calling the MEVA Registrar at 207 613 8900, ext 2000
**MEVA Evaluation for Special Services**
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 previous transcript, student’s progress, and graduation requirements. Students are provided detailed course information as well as several tools to help them establish graduation plans with MEVA’s Academic Advisor. The Advisor will contact every student to discuss the graduation plan and course selections. All courses are approved by school administration.

Foreign language courses are offered to students in grades 7-12 and must be approved by the Head of School. Some of the languages offered to students in grades 7-12 include (but are not limited to): Chinese, French, Spanish, Japanese, and German.

**Student/Parent Orientations**
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/Complaint 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/Head of School. There is more information on the Grievance process in this handbook, along with the necessary form, both in this handbook and on the website.

The definition of Sex Discrimination and Sexual Harassment is as follows:

- 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.

Maine Virtual Academy has a designated Title IX Coordinator and the contact information is as follows:
NAME: Ms. Jillian Dearborn
TITLE: Business Manager/Human Resources
ADDRESS: Maine Virtual Academy, Ballard Center, 6 Chestnut St, Suite 230, Augusta, ME 04330
PHONE NUMBER: 207 613 8900
EMAIL ADDRESS: jdearborn@mainevirtual.org

**Grievance Procedure: Title IX, Civil Rights, Discrimination**

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 facilities 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.

More information and forms can be found on the MEVA website.

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,
- Hold a current state teaching certificate
- Complete an approved Criminal History Record Check (CHRC).

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

**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.

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

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

**Academic Operations**

**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. Students must take necessary core courses before enrolling in other courses. All course assignments are approved by the Head of School.

**Add/Drop Period/Course Load**
Returning students from the previous school year will be placed in classes by July 1st. New students who have registered and enrolled at MEVA prior to August 12th will be placed in classes before the start of school (August 26) by the Academic Advisor. The Academic Advisor will make all efforts to place students who register at MEVA between August 12th and August 23th in classes before August 27th, as long as MEVA receives their complete student records before August 23th. If MEVA does not receive those records before August 23th 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 3 weeks of their semester by either adding or dropping a course/courses. This is called the Add/Drop period. Exceptions may be granted by the Head of School. It is extremely important that students note the following:
• For students who have been placed in courses and begin school on August 26th, the Add/Drop period runs from August 27th through September 13th at 12pm (noon).
• Students who have not been placed in courses as of August 26th or enroll at MEVA after August 26th will have 3 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 20th 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 4 courses + an orientation course and may take a maximum of 6 courses.
  o 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 courses.
  o Students may petition the Academic Advisor to drop a course after their 3 week period has closed. In this instance, students who are permitted by the Academic Advisor 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)
  o These notations will not be removed from a student transcript unless the student completes the Grade Replacement process.
  o Students may not drop below the minimum of 4 courses after the Add/Drop period unless, after an SPED/504/Academic Team meeting has been held, that it is in the best interest of the student’s ability to succeed academically that their IEP/504/ILP be amended to allow the student to take a smaller load.

Course Fees
Course Fees - MEVA is a publicly-funded, tuition-free, online public school serving grades 7-12. Courses taken through MEVA's HS platform and related materials are provided for full-time students who are residents of Maine at no charge. Additionally, resident students who take Early College courses through Rural U are eligible for MEVA to cover the complete cost of the course (including textbooks) for up to 12 credits per year. Students who take Early College courses from programs outside of Rural U and MEVA may be responsible for associated costs.

Low-Enrollment Courses
Some elective courses are dependent upon enrollment. Students may be automatically enrolled in an alternate course if their original course choice is not ultimately offered.

Credit for Courses
Unless otherwise approved by the Head of School, course credit is assigned by percentage/letter grade.

**Change of Student Information**
Students are required to inform the main office of changes in address, telephone number, emergency contact(s), and/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 will 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 and 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. Instructions and Return Shipping Labels may also be found here: [https://www.help.k12.com/s/article/UPS-Return-Shipping-Labels](https://www.help.k12.com/s/article/UPS-Return-Shipping-Labels). These items are **not** to be returned to the local school. The student/learning coach is responsible for packaging supplies for returning the hardware and/or materials. Please do not return your printer, mouse, or headphones if they have been used in any way.

**Progress Checks**
Learning Coaches are expected to check their student’s progress at least weekly via the learning coach account. Learning Coaches and students have access to their grades every day through the portal. **Questions about progress in a course should be directed to the content teacher.**
Questions about school progress, in general, should be directed to the Academic Advisor.

**Grades and Report Cards**
Teachers always provide, and zero out, grades on a weekly basis. Students receive at least one graded assignment each week in each course.

Students and learning coaches can access current grades at all times – located in their online portal. MEVA will distribute report cards and/or grad plan/transcripts via email and/or snail mail 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. Official transcript requests (signed, sealed documents) must be submitted to the MEVA registrar. Unofficial transcript (unsigned, unsealed documents) requests can be made Academic Advisor directly.

**Student Data 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.

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.

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

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 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 Values**

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 may 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- Face-to-Face and Virtual
Students are required to take the (virtual) Northwest Educational Assessments (NWEA) for grades 7-12 and the face-to-face Maine State Assessments (MEA) for grades 7, 8, and 11. 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 Maine 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.

**Grade Appeal 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 s/he 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 by retaking the course at MEVA with the approval of the Head of School.

**State Standardized Achievement Assessments**

All students enrolled and attending 7-12 grade at MEVA will participate 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 assessment requirements. Students in grades 7, 8, and 11 will be required to travel to regional locations within the state to participate in the mandated state assessments, which must be proctored. The face-to-face state testing for grades 7, 8, and 11 take place in March and April. The only opt-out excuse approved by the state is if the student attending the public school has medical documentation that they are bed-ridden during the window of mandatory state testing.

Because standardized achievement and proficiency tests are often important for post-secondary plans and are mandated by the state, MEVA will post test information, including testing dates, location for face to face testing, times, etc., for the following College Board/SAT tests and all other mandatory standardized tests. Students should always consult with their Academic Advisor and/or advisory teacher for more information. Families with questions regarding accommodations and modifications should contact the Special Services Office at 207 613 8900.
**Graduation**

*General Requirements*
To earn a diploma, incoming students must meet the diploma-requirements approved by the MEVA Governing Board. Completing this program of studies will greatly expand/enhance students’ post-secondary options. Credit requirements, listed by academic cohort year, are shown in the table below.

**Graduation Requirements and Grad Plan**

<table>
<thead>
<tr>
<th>Subject</th>
<th>MEVA Recommended</th>
<th>MEVA Required (class of 2020 &amp; beyond)</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>3.0</td>
</tr>
<tr>
<td>Science**</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Studies*</td>
<td>3.0</td>
<td>3.0</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>2.0</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>24.0</strong></td>
<td><strong>17.5</strong></td>
</tr>
</tbody>
</table>

*In addition, every student must demonstrate yearly evidence of successfully completing post-secondary planning activities.*

*Must include United States History, United States Government, Civics, and/or Economics.

**One credit must be an approved Lab credit course (i.e. Biology, Chemistry)

***Can be more of the 4 core subjects or other MEVA elective course options. A core course will only count as an elective AFTER meeting the minimum requirements in that core subject.

PE/Health/Fine Arts- The state of Maine requires 1 year of PE and Fine Arts; .5 credits for Health.

Students may access their progress to graduation at any time by visiting My Grad Plan in their student accounts. Students seeking help accessing and/or understanding their Grad Plan should speak with the Academic Advisor or Advisory Teacher for support.

**Advanced Placement and Gifted Program**
Maine Virtual Academy offers advanced placement courses as well as a Gifted Program. Please
reach out to the Academic Advisor at msusi@mainevirtual.org for information on options and placement.

**HS Credit Options for 7th and 8th Grade**
Middle School students interested in taking HS courses for HS credit should reach out to the academic advisor to discuss possible options. The Head of School makes final approval.

**Incoming 9th Grade Students**
To earn a diploma through MEVA, all students must meet all 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;

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

**Promotion/Retention Policy**

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

b. However, if a parent makes a specific request to retain a student, the HOS must approve the retention. If the HOS approves, then the Academic Advisor will retain the student and the student will retake the middle school courses from the previous year.

c. If a parent or the school does not request that a student is retained, then middle school students are promoted to the next grade-level at MEVA.

d. High school students who are off-track to graduate may still be promoted to the next grade-level (at the approval of the Head of School), with the expectation that they will make-up courses and complete necessary post-secondary planning to graduate with their cohort (cohort year does not change).

e. Students need 17.5 credits to graduate. If, by the conclusion of their senior year they have not earned 17.5 credits in the required subjects, the student can stay with MEVA until the student is 20 years old. Students who turn 20 during the school year may complete the academic year.

**Credit Recovery Options**
Reach out to the Academic Advisor at msusi@mainevirtual.org to discuss credit recovery options.

**Dual Enrollment Credit Offering**

MEVA students have access to Dual Enrollment programs for enrichment and for academic credit. The following are the kinds of Dual Enrollment programs that MEVA students may access:

- Career and Technical education through a student’s local Regional Vocational Centers.
- Early College courses through the University of Maine’s Early College program – ExplorEC

Students seeking to access vocational programs must meet the admissions requirements specific to their local Region Center. Students looking to take Early College courses must meet MEVA requirements and the requirements of the Early College program. For more information on Dual Enrollment opportunities and questions about access, please speak with the Academic Advisor: msusi@mainevirtual.org

**Extra-Curricular Club Eligibility**

MEVA students may access their local school districts for courses and extracurricular programs that MEVA does not offer. This is provided that the local school district has capacity to take the student on and that MEVA and the local school district reach agreement to allow the student access.

**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 must a) be a junior entering their school year with at least 12.5 credits or a senior entering their school year with at least 15 credits; b) gain approval from the Academic Advisor and Head of School for accelerated graduation before the end of the first semester of the school year they intend to graduate in. Approval is granted when the student can show the following:

1) Parent/Guardian consent to accelerated graduation,
2) A "legitimate need" to graduate early (legitimate need can be displayed in a number of ways - ex: need to work full time to support oneself or family, desire to enter college early, desire to join the military upon turning 18 during the current or before the start of the next school year),
3) A clear post-secondary plan for the student. Students and/or families seeking accelerated graduation who take courses outside of MEVA or ExplorEC towards that end will be fully responsible for fees and tuition associated with those non-MEVA courses and activities.
4) Complete any other additional requirements issued by the school as determined by the Academic Advisor or Head of School.

**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 and Face-to-Face School Events Conduct*

In order for virtual classroom sessions and school events and activities to be educationally effective and safe for students, all students should abide by a standard set of rules. The following rules govern student conduct in the virtual classroom as well as face to face events:

- Students’ written and oral communications must be free of vulgar, belittling, or offensive language
- Students must abide by rules established by the course instructor or administrator
- Students must comply with instructions communicated orally or in writing by the instructor or administrator
- Students are not to be in possession of weapons, tobacco, or drugs at face-to-face events
- Students may not display affiliation with a gang

Students who violate the virtual classroom rules and/or face-to-face events rules of conduct, will be warned by the instructor to correct their behavior. If the student does not comply with the instructor’s instructions, s/he will be removed from the virtual classroom for the rest of the session. The learning coach can then expect a phone call from the classroom teacher to address the behavior and ensure it does not happen again. 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 all classroom privileges to the student. If student does not comply at a face to face event, the student’s parents may be called and student may be asked not to attend future face to face events.

*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 (free from offensive language and images) shall be worn at all school activities and classroom webcam 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/or legal guardian/learning coach 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.

If deemed necessary, bullying incidents will be reported to the state every quarter.
**Bullying and Cyber Bullying**  
*Sources Used: 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.

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 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.

*Title IX, Bullying, and Cyberbullying Reporting Form can be found on the MEVA website and towards the end of this handbook.
**Academic Integrity: Plagiarism and Cheating**

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:

1st Offense: The teacher will setup and participate in a phone conference with the family and log the information in the school system. The teacher will 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.

2nd Offense: The student and parent will attend a conference with the head of school and teacher. The student may not be allowed to rewrite/redo the assignment.

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

**Academic Freedom/Students 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 Maine 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.

The teacher will try to positively redirect the student. If this doesn’t work, the Instructor will call the learning coach to explain the situation and reiterate expectations. The instructor will log the phone conversation in the school system.

If the problem persists during next class, the teacher is to email the Head of School and Advisor a detailed email and a system note which states the nature of the problem and what the teacher did to try to defuse or solve the situation. The student may then be referred to the Head of School.

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 s/he was excluded, and is responsible for viewing the recording. If necessary, s/he 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 may 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 Head of School 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 after Suspension/Expulsion**
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.
**Records to be Maintained**
MEVA will maintain and store the following records:
1. Student Information Forms/Demographics
2. National and State Assessment Results
3. Student Transcripts

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

**Instructional Hours**
MEVA’s schedule 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, work sessions, 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 below. Participating in live sessions and within each course 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. MEVA develops an Individualized Learning Plan (ILP) with specific learning goals to meet each students’ needs. Students are expected to make continuous progress through their courses and attain the expected outcomes.

If a student is going to miss school due to sickness or anything else, 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.

Logging Instructional Time is required and must be entered every school day by the learning coach. Per the MDOE, a minimum of 5.5 hours counts as a full school day. These hours must be entered by the learning coach through their learning coach account. The school day at MEVA is defined as Monday through Friday with classes taking place any time between 8:15am to 4:00pm, unless permission is given by the Head of School for an alternate program of studies or because of the student’s ILP.

1. Attendance— The following criteria are counted toward Instructional Time and counts as attendance recorded when the parent logs it into their Learning Coach Account, which houses the attendance information and student grades. https://login-learn.k12.com/login
   - Student attended a Class Connect Live Session (whole group, small group or 1:1);
• Student logged into a lesson or lesson activity and the login can be documented;
• Student and teacher engaged in a subject-oriented telephone conversation;
• There is documentation of an email dialogue between the student and the teacher regarding the subject manner;
• There is documentation of activity/work between the Learning Coach and student;
• If a MEVA student is involved in a CTE program, community college class, or other dual enrolled programming, please reach out to the Academic Advisor at msusi@mainevirtual.org OR call 207 613 8900 x2003;
• MEA attendance at a remote test center location;
• School sanctioned group activities or individual activities per the students’ ILP.
• School related field trips

2. Reporting Planned and Unplanned Absences

• If a student is going to be absent for any reason, please email attendance@mainevirtual.org OR call 207 613 8900 x2010. The Attendance Clerk 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 allowed 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.

3. Excusable Absences: Maine Law stipulates that absence from school can be excusable if a student has:

• Personal illness; An appointment with a health professional that must be made during the regular school day; Observance of a recognized religious holiday when the observance is required during the regular school day; A family emergency; A planned absence for a personal or educational purpose that has been approved.

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

Truancy Guidelines:
Truancy for grades 7-12 in the state of Maine is defined as: 10 days absent unexcused OR 7 consecutive days unexcused absences during the school year.
Compulsory Attendance:
Under Maine State Law, full-time attendance is required of all children from their 7th to their 17th birthday except a student who has:

i. Reached the age of 15 years or completed the 9th grade;
ii. Permission to leave school from that person’s parent;
iii. Been approved by the principal for a suitable program of work and study or training;
iv. Permission to leave school from the Board or its designee; and
v. Agreed in writing with that person’s parent and the Board or its designee to meet annually until that person’s 17th birthday to review that person’s educational needs.

When the request to be excused from school has been denied pursuant to this paragraph, the student’s parent may appeal to the Commissioner.

Attendance Tracking Procedures
Students with no entered attendance or no participation in class connect sessions or logging into the online school to complete work for 3 or more days without an approved excuse will be considered excessively absent. In that case, the following protocols will be followed:

1. Level 1 -
   Defined as: 3 unexcused absences - 3 days with no entered attendance or no participation in class connect sessions or logging into the online school to complete work
   Action Taken: Attendance warning email and call from the school

2. Level 2 -
   Defined as: 5 unexcused absences – 5 days with no entered attendance or no participation in class connect sessions or logging into the online school to complete work
   Action Taken: 2nd Attendance Warning Letter, Call from school, referred to MTSS by Advisory Teacher

3. Level 3 -
   Defined as: 7 unexcused absences – 7 days with no entered attendance or no participation in class connect sessions or logging into the online school to complete work
   Action Taken: Certified letter sent home to legal guardian, truancy reported to the state, appropriate steps taken per Maine law

4. Level 4
   Defined as: 10 unexcused absences – 10 days with no entered attendance or no participation in class connect sessions or logging into the online school to complete work
   Action Taken: Certified letter sent to legal guardian, truancy reported, and appropriate steps taken per Maine state law

Note: Any student with 10% excused or unexcused absences will be required to attend a meeting with the teacher, Advisor, and Head of School.
**Withdrawing from MEVA:**

- If a family decides to withdraw from MEVA, verification is necessary and can be in the form of a records request from the next school, copies of filed home school application paperwork, HiSet paperwork, or any other appropriate paperwork.
- The formal withdrawal process begins with the legal guardian reaching out to the registrar at 207 613 8900 x 2000 or semery@mainevirtual.org.
- As a public charter school, the school is responsible to reach out to the legal guardian until the legal guardian follows the proper withdrawal steps with the registrar.

**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/Parent Satisfaction/Pulse Check 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
- Student/Teacher Relationships
- Academic advising experience
- Student/Parent Portal
- Courses and classrooms

Data collected in surveys will be considered the property of MEVA. MEVA will use this data to make improvements for our families.
Materials & Technology

Inventory Identification
Any hardware belonging to MEVA is “on loan” to the student for the semester or the school year. School materials (such as books, laptop, 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 207 613 8900

Distribution of Textbooks, Materials, and 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 may be responsible for expenses associated with optional software or optional 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 for Equipment
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, and 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. Shipping labels will be provided to you but can also be found here: https://www.help.k12.com/s/article/UPS-Return-Shipping-Labels

Internet Reimbursement Qualification
If you qualify for free or reduced lunch, you may be eligible for internet reimbursement through Maine Virtual Academy. Please contact the school at 207 613 8900 for more information.
Student Support Operations

Student Inquiries and Process
Students are encouraged to ask questions! The following guidelines define the process and appropriate contacts for common student questions. Classroom specific questions should be directed to the classroom specific teacher. **Please also refer to the Student Help Matrix located in the beginning of this handbook.** Students should submit their questions/problems via email or by phone as soon as possible to the necessary contact.

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 24x7x365. Access tech support at 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. We are here to help!

Academic Advising/Guidance Support
Students should contact their Academic Advisor via email or phone for academic counseling or guidance: Mr. Mike Susi: msusi@mainevirtual.org

Advisory
A dedicated Advisory teacher works with MEVA parents and students to foster success in the online learning environment. Advisory attendance is mandatory.

Admission/Registration Support
Students should contact the Registrar and the Academic Advisor for admissions and/or course registration support via email or phone at 207 613 8900 during regular hours.

Work Permit
Students interested in a work permit must contact their neighborhood public school.
**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 compliancy 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 turning the age of 18 or are 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 HOS a written request that identifies the record(s) they wish to inspect. The HOS 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 unit 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 unit 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
Ballard Center
6 East Chestnut St., Suite 230
Augusta, ME 04330

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
Ballard Center
6 East Chestnut St., Suite 230
Augusta, ME 04330

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.
LEARNING COACH ACCOUNT SETUP
Once a student is approved for enrollment, the Learning Coach will receive the Registration Email to complete the Learning Coach and student account setup process. This email is usually received within 24 – 48 hours after a student has been approved. This email contains all of the information needed to complete the Account Setup process which will provide access to the Online School. The subject line of the email will be "Welcome! Set Up Your K12 Online School Accounts".

If you do not see this email, please make sure to check your SPAM folder. If you still can not find it, please call our registrar, Stephanie Emery at (207) 613-8900 ext. 2000, and she will be able to provide you with your registration ID. You will need either your Registration ID or Welcome Email in order to set up your new Learning Coach account.

Once you have your Welcome Email, you can simply follow the prompts in order to set up your Learning Coach account.

If you are setting up your account using your Registration ID, you will need to navigate to the Online School (http://meva.k12.com), click on the “OLS Login” button located at the top of the screen, and select “Set up your account”. You can then follow the prompts in order to set up your Learning Coach account.

STUDENT ACCOUNT SETUP
Creating a student’s Online School Account can only be completed by the student’s assigned Learning Coach. The Learning Coach has the ability to create a separate login for all of their students regardless of their grade level.

The Student Online School Account Set Up process can be completed immediately after the Learning Coach Account has been created. You will be automatically prompted to create your student’s account after successfully creating your Learning Coach Account. If you are not taken to the Student Account Setup page, you can also set up your student’s account by logging into the online school (on http://meva.k12.com). Once logged in to your Learning Coach Account, a pop-up box will appear that will prompt you to create your student’s account. After clicking on the “Create Student Account” button, you will be brought to a new page on which you will be able to fill out all of your student’s personal information and account details.

To access these instructions at any time, please reference the following help article for:
Student Account Setup: https://www.help.k12.com/s/article/Student-OLS-Account-Set-Up

For other resources, contact your child’s Advisory teacher or content teacher, check out MEVA’s facebook page, and browse through MEVA’s website: meva.k12.com
ACCESSING LIVE CLASS CONNECT SESSIONS

- Log in to the student account through https://login-learn.k12.com/#login
- Navigate to “Events” (this is where the student will click to attend any live class connect sessions) on the “My Schedule” page
- Click on any session name to launch the Class Connect session

DOWNLOADING BLACKBOARD COLLABORATE (GETTING TO CLASS CONNECT):
You will be prompted to download Blackboard Collaborate prior to entering your first session.

- Click “Download the Blackboard Collaborate Launcher”
- Once the download is complete, click “Continue”
- Click “Run” and carefully follow the instructions to complete the download.

If you experience issues with downloading Blackboard, please call the K12 tech support number: 866-512-2273
Please visit the following link if you need assistance:
https://www.help.k12.com/s/search/All/Home/blackboard%202017?tabset=963be=2
Maine Virtual Academy Title IA School
Title IA is a federally funded program that provides financial assistance to school districts with high numbers or percentages of low-income children to help ensure that all children meet challenging state academic standards. This information is gathered from the Family Income Forms and information from these forms are not shared with others.

In 2016, Title IA was reauthorized through the Every Student Succeeds Act (ESSA) legislation. Title IA is a supplemental service and is not intended to replace classroom instruction. Our ELA and Math Interventionists work closely with classroom teachers to ensure the success of our students; a team approach provides the greatest gains. The classroom teacher is providing the primary instruction to all students in the classroom, and Title IA is giving additional small group ELA and Math instruction.

Title IA mandates parental involvement in its programs. The emphasis on parental involvement is justified by research showing that the support of parents at home can have a positive impact on student achievement, attendance, classroom behavior, as well as a positive effect on parents/learning coaches themselves by giving them the tools to help their students learn at home.

Title IA services are focused on the lowest 25% of the school population in ELA and Math. Supplemental ELA and Math support are provided to eligible (i.e., Below Basic) students. Students who can most benefit from our services will be targeted. Title IA uses many approved screening procedures which include: NWEA, teacher observation, and classroom interventions. Parents/learning coaches will be encouraged to be part of this process every step of the way and will be given strategies to help their student learn at home. This information will be made available through the Title IA newsletters, parent/learning coach-teacher-team conferences, and numerous Title IA parent/learning coach connect meetings offered throughout the year. We hope that by establishing a partnership between home and school we can help all students become learners for life.

Title I Eligibility Criteria
It has been determined that the NWEA is the most equitable method for determining placement in Title IA programs. Based on the fall and winter reading and math assessment data, Title IA will direct the majority of its services to targeted students in grades 7-11. Title IA personnel will serve a minimum of (approximately) the lowest 25% of the population at the school (i.e., Below Basic, < 21st percentile in reading and/or math) in grades 7-11. Students above this 25% who meet eligibility criteria will be served as staffing allows at the Middle School and High School levels.

Title IA Services
The school district will distribute the Title IA Parent Involvement Policy and the School-Parent Compact to all parents/learning coaches whose students participate in Title I Part A (it is included in this handbook – page 50-51). Parents of Title IA students will be notified that military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and that Maine Virtual Academy must comply with any such request, provided that
parents/learning coaches have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want Maine Virtual Academy to disclose this information must notify the Head of School (Superintendent) in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

It is the policy of Maine Virtual Academy to provide remedial services in ELA and Math using Title IA funding to targeted students. Title IA of the Every Student Succeeds Act (ESSA) is a federal program designed to provide supplemental remedial services to students identified through an approved screening process. Title IA services are intended to reinforce and not replace classroom instruction. School personnel will inform parents/learning coaches if their student is recommended for Title IA services. Parents/learning coaches will receive: an email (letter) stating that their child qualifies for the Title IA program, the Title IA Parent Involvement Policy and the Home/School Compact. Parental permission is not required for NWEA testing because testing is administered schoolwide to all students.

Parents have the right to decline Title IA services for their child. Also, if a child no longer qualifies for services based on the approved screening process, the parent will be informed that services will end.

Parents can attend parent-teacher-team conferences during the school year at their request or at the school’s request. Face-to-face conferences or phone conferences can be scheduled upon parent request at any time during the school year. Parents will receive Title IA Student Progress Reports via email at least once during the fall and spring semesters.

**Title IA Parent/Learning Coach Communication**
The parent-teacher-team shall organize two parent/learning coach meetings annually that parents will be encouraged to attend. (The involvement policy is on the next page). These meeting shall be used to provide parents with:
A. An overview of parental rights.
B. Information on curriculum, instruction and assessment.

The Title IA designees will ensure the following:
A. Title IA Parent Involvement Policy and the **Parent/Learning Coach - School Compact** are distributed via email.
B. Title IA Rights about releasing directory information to **Military Recruiters and requesting Core Teachers’ Professional Qualifications** are distributed by email.
C. Title IA Parent/Learning Coach Training **Needs and Effectiveness Surveys** are distributed by email.
D. Title IA Student **Progress Reports** are prepared and distributed via email.
E. Organize, oversee, and implement meetings/events with Title IA parents/learning coaches. Provide support as needed to Title IA faculty.
Maine Virtual Academy (MEVA) Title IA Parent Involvement Policy

This school policy for Maine Virtual Academy (MEVA) has been developed in consultation with the parents/guardians of students participating in Title IA programs at MEVA. The policy includes a “School-Parent Compact” that outlines the way parents, school staff, and students will share the responsibility for improved student academic achievement. The Head of School will be responsible for distributing this policy to parents/guardians of students participating in the school Title IA programs.

I. PARENT INVOLVEMENT MEETINGS

The school shall convene an annual meeting at a convenient time to which all parents/guardians of participating children shall be invited and encouraged to attend to inform them of the school’s participation under Title IA, explain the right of parents to be involved, and to encourage their involvement in the planning, review, and improvement of the school’s Title I programs and parent involvement policy.

The school will offer at least two (2) other meetings during the school year, held at various times in the morning or evening for parents/guardians of students participating in Title IA programs. The Head of School/Title IA Coordinator will:

A. Invite parents/guardians of participating children to the annual meeting and to other meetings held during the school year;
B. Provide an overview of Title IA and the programs the school provides under Title IA;
C. Explain the rights of parents/guardians to be involved in developing and reviewing the school’s parent involvement policy, including the School-Parent Compact;
D. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
E. Give parents/guardians an opportunity to ask questions and engage in informal discussion about student achievement and school performance;
F. Respond to requests from parents for opportunities for regular meetings to formulate suggestions and to participate (as appropriate) in decisions relating to the education of their children;
G. Invite parents/guardians to serve on the Parent Advisory Committee and/or other school or district-level Title IA committees;
H. Invite parents/guardians to participate in the planning, review, and improvement of programs under Title IA and the school-parent involvement policy and establish a schedule for this activity;
I. With the input of parents/guardians, establish a process by which an adequate representation of parents/guardians can be assured;
J. Describe the process by which parents/guardians may express concerns and complaints if they are dissatisfied with the Title IA program;
K. Engage school-based parent organizations in outreach to parents/guardians of students participating in Title IA; and
L. Arrange for child care so that parents/guardians who would otherwise be unable to attend may do so.
II. SCHOOL-PARENT COMPACT
This School-Parent Compact describes how parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve the State’s academic achievement standards.

A. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables students served under Title IA to meet the State’s academic achievement standards.

B. Parents/guardians will be encouraged to support their children’s learning by:
1. Monitoring their children’s attendance;
2. Providing assistance and encouraging their children to complete homework assignments;
3. Encouraging their children to ask for help from teachers or classroom aides (Ed Techs) when needed;
4. Talking with their children about the school day;
5. Reading to or with their children;
6. Monitoring and limiting their children’s technology usage;
7. Volunteering in the classroom and for school-related activities such as field trips;
8. Participating, as appropriate, in decisions related to the education of their children; and
9. Enrolling their children in extracurricular and age-appropriate, community-based, after-school activities.

C. The school will address the importance of communication between parents and teachers on an ongoing basis by:
1. Scheduling one or more parent-teacher meetings annually for parents/guardians of elementary school level students during which the Compact shall be discussed as it relates to the individual child’s achievement.
2. Providing reports to parents/guardians on their children’s progress;
3. Providing parents/guardians with reasonable access to staff to discuss issues related to their children’s learning;
4. Welcoming parents as volunteers in the classroom; and
5. Providing adequate supervision and feedback for parents/guardians who volunteer.

Legal Reference: 20 U.S.C. § 6318
Adopted: December 6, 2006
Revised: August 2, 2017
Maine Virtual Academy has prepared for unpredictable interruptions in normal systems access by implementing the following communications plan and developing strategies for continued student engagement. By adopting these measures, it is hoped that while systems may occasionally be disrupted, access to learning never should be. In the case of technical issues affecting Blackboard Collaborate and/or the Online Middle/High School, please follow these procedures:

**Scenario 1: Access to the Online Middle School and/or Online High School is interrupted.**
- Check your email: Students/Families will receive an external email warning of the outage and the information will be posted on Facebook.
- Students can reach their teacher if they cannot use School email by phone. Students are directed to save a hard copy of all teachers’ phone numbers on the first day of school in case of an outage or emergency.
- Students should still attend all scheduled class connects if possible.
- If the Online Middle/High School is down for an extended period, students should:
  1. Work on offline assignments or readings
  2. If applicable, student should login to USATP, STRIDE, or Skills Navigator and work on developing specific skills. Students should use this time to also work on essays and
  3. Learning Coach will need to log students’ offline work time so that the student is not penalized
- When course access is restored families will be notified via Facebook and an external email.

**Scenario 2: If Blackboard Collaborate is temporarily down for everyone:**
1. **Check your email:** MEVA administration will send out a mass school email to all students/LCs to inform them of the outage.
2. Students should continue to try to login and reach out to teachers to see if the issue has been resolved.
3. If Blackboard is down for an extended period, students should:
   - Work on assignments or readings
   - If applicable, student should login to USATP, STRIDE, or Skills Navigator and work on developing specific skills. Students should use this time to also work on essays and
   - Learning Coach will need to log students’ work time so that the student is not penalized
4. If Blackboard Collaborate is down for an extended period, students’ attendance will not be penalized for the outage:
   a. Teachers will be responsible for setting up make-up classes, and, if needed, small group or 1:1 sessions with those students affected.
   b. Student should login to their courses and work on any outstanding assignments.
   c. Learning Coach will need to log students’ offline work time so that the student is not penalized
5. Once the issue has been resolved, another mass school email will be sent to families.

**Scenario 3: USA Test Prep has an outage during a critical testing window.** During the outage, all other platforms including the OHS and Blackboard Collaborate are working without any issues.
- Students can take USA Test Prep when it is available again.
- Students can continue to work in their courses and attend Class Connect sessions during the outage.
- The testing window allows for additional days to complete USA Test Prep testing.

**Note:** If you experience an individual issue with your computer, please call tech support at (866) 512-2273
Restraint and Seclusion Policy

Maine Virtual Academy (MEVA) has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by State Law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

The Head of School has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

I. DEFINITIONS.

The following definitions apply to this policy and procedure:

A. Physical restraint: An intervention that restricts a student’s freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

1. Physical escort: A temporary touching or holding inducing a student to walk to another location, including assisting the student to the student’s feet in order to be escorted.
2. Physical prompt: A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
3. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
4. A brief period of physical contact necessary to break up a fight.
5. Momentarily deflecting the movement of a student when the student’s movements would be destructive, harmful or dangerous to the student or others.
6. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.
7. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.
8. Restraints used by law enforcement officers in the course of their professional duties are not subject to this policy/procedure or DOE Rule Chapter 33.
9. DOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

B. Seclusion: The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student.

Seclusion does not include:

1. Timeout: An intervention where a student requests, or complies with an adult request for, a break.
II. PROCEDURES FOR IMPLEMENTING PHYSICAL RESTRAINT AND SECLUSION.
The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure.

III. ANNUAL NOTICE OF POLICY/PROCEDURE.
MEVA shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Head of School or designee.

IV. TRAINING REQUIREMENTS.
A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.
B. Maine Virtual Academy will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the School’s Office.

V. PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE.
A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Head of School as soon as possible. The Head of school or designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) school days, if practicable. A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

Legal Reference: 20-A M.R.S.A. §§ 4502(5) (M); 4009
Me. DOE Rule, CH. 33
**Title IX, Bullying, Cyber-Bullying Reporting Form**

**MAINE VIRTUAL ACADEMY**

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 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:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

(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): ________________________________

*****************************************************************************************
FOR OFFICE USE ONLY:

Received by: Date:
Position/title:

Copy to Head of School/Superintendent on:
Date

Copy received:
Signature of Head of School/Superintendent:
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.

<table>
<thead>
<tr>
<th>Student’s Last Name:</th>
<th>Student’s First Name:</th>
<th>Student’s Middle Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ YES, I give my consent for Maine Virtual Academy/K12 Inc. to use pictures/video of my student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ NO, I do NOT give my consent for Maine Virtual Academy/K12 Inc. to use pictures/video of my student.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legal Guardian’s Signature: ______________________  Date: ____________________
**Parent/Learning Coach Contract**

Parent and learning coaches are expected to follow all of the following statements and discuss with their student. After discussing each with your student, please sign your initials after every statement. You can either mail this to the school or email it to your child’s advisory teacher.

I understand we must participate in required student orientations at the beginning of the school year.

**Guardian’s Initials __________**

- 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 exams around the state.

**Guardian’s Initials __________**

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

**Guardian’s Initials __________**

- I understand I must ensure my student is putting in the hours at home to be successful in school and that it is my responsibility to enter my student’s attendance every day in the system. 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.

**Guardian’s Initials __________**

- 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.

**Guardian’s Initials __________**

- 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.

**Guardian’s Initials __________**

- 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.

**Guardian’s Initials __________**

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

Guardian’s Initials

- 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.

Guardian’s Initials

- 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.

Guardian’s Initials

- 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.

Guardian’s Initials

- 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.

Guardian’s Initials

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

Guardian’s Initials

- I understand I must check my email account on a regular basis to receive communications and progress reports from the school and to respond to communication within 48 hours.

Guardian’s Initials

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

Guardian’s Initials

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

Guardian’s Initials

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

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

Guardian’s Initials __________

- 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.

Guardian’s Initials __________

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

Guardian’s Initials __________

- 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.

Guardian’s Initials __________

- 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.

Guardian’s Initials __________

Please accept this completed and/or electronically signed document for my student in Maine Virtual Academy for the academic year 2019-2020.

If the student is at least 18 years of legal age and older, the student can sign this agreement on their own behalf.

I expressly state that I have read, understand, and am familiar with all provisions and that I sign it of my own free will.

Student Name ______________________________________    Date ________________

Student Signature ____________________________________    Date ________________

Parent Name __________________________________________    Date ________________

Parent Signature _______________________________________    Date ________________

*Note: If the head of school does not receive a signed copy of this, it will still be expected that the parent/learning coach and student understand and follow everything in this handbook. This handbook has been distributed to every MEVA family, and MEVA’s expectation is that this is followed whether or not we receive a signed copy.