



Mater Virtual Academy

Student / Parent Handbook

MISSION STATEMENT

The Mission of Mater Virtual Academy (MVA) is to provide students with high quality virtual learning content and services. MVA is committed to fostering the development of self-directed and responsible 21st century life-long learners through the thoughtful use of interactive, media-rich educational opportunities in flexible, student-centered, virtual learning environments. Ultimately, MVA achieves success in surpassing national standards via the integration of student, teacher, parent, school, Governing Board, and community efforts in the direction of excellence in education.

VISION STATEMENT

Mater Virtual Academy is dedicated to providing equitable high-quality education for all students.

STATEMENT OF PURPOSE

Mater Virtual Academy promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed lifelong learners in a safe and enriching environment.

*The Mission, Vision, and Purpose Statements of Mater Virtual Academy are reviewed and updated periodically by the Governing Board and stakeholders periodically upon the completion of each strategic planning cycle.

ADMISSIONS AND ENROLLMENT POLICIES AND PROCEDURES

Mater Virtual Academy, hereinafter referred to as “MVA,” has instituted admissions and enrollment policies and procedures. The purpose of MVA’s program is to make instruction available to students using online and distance learning technology in the nontraditional classroom. The program shall provide virtual instruction to students in grades K through 12.

STUDENT ELIGIBILITY REQUIREMENTS

When MVA is approved as a virtual instruction provider by the state and is therefore able to serve as a public virtual instruction provider to public school students, MVA will amend its enrollment policies in accordance with the eligibility requirements outlined in Florida Statute 1002.455. Students will need to provide evidence of prior enrollment in a Florida public school along with their MVA application for enrollment, or evidence that they meet any of the following requirements:

- School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.45(1)(b).
- Full-time virtual charter school instruction authorized under s. 1002.33 to students within the school district or to students in other school districts throughout the state pursuant to s.1002.31.
- Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498.
- Florida Virtual School instructional services authorized

ENROLLMENT PROCEDURES

To enroll, a student must complete an application form for admission and be accepted before being allowed to enroll in classes. Admissions to a targeted enrichment program, as opposed to one or more independent classes, may have additional requirements and fees, which can be found in the program description or program guide.

Once registered, the student will be supplied with a username and password to access their courses. Courses are up to 36 weeks long. An additional 2-week extension will be granted in special circumstances.

ANTI-DISCRIMINATION PROVISIONS

Mater Virtual Academy's admissions and enrollment policies related to anti-discrimination are in compliance with Section 1000.05, F.S.- Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required.

The statute prohibits discrimination on the basis of race, ethnicity, national origin, gender, disability or marital status against a student or employee. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Information relative to special accommodations, grievance procedures, and the designated responsible official for compliance with the Title VI, Title IX and Section 504 may be obtained by contacting Mater Virtual Academy.

Section 1000.05 also referred to as the "Florida Educational Equity Act." is provided below:

(2)(a) Discrimination on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student or an employee in the state system of public K-20 education is prohibited. No person in this state shall, on the basis of race, ethnicity, national origin, gender, disability, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance.

The criteria for admission to a program or course shall not have the effect of restricting access by persons of a particular race, ethnicity, national origin, gender, disability, or marital status.

All public K-20 education classes shall be available to all students without regard to race, ethnicity, national origin, gender, disability, or marital status; however, this is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English, gifted students, or students with disabilities or programs tailored to students with specialized talents or skills.

Students may be separated by gender for a single-gender program as provided under s. 1002.311, for any portion of a class that deals with human reproduction, or during participation in bodily contact sports. For the purpose of this section, bodily contact sports include wrestling, boxing, rugby, ice hockey, football, basketball, and other sports in which the purpose or major activity involves bodily contact.

Guidance services, counseling services, and financial assistance services in the state public K-20 education system shall be available to students equally. Guidance and counseling services, materials, and promotional events shall stress access to academic and career opportunities for students without regard to race, ethnicity, national origin, gender, disability, or marital status.

(3)(a) No person shall, on the basis of gender, be excluded from participating in, be denied the benefits of, or be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club, or intramural athletics offered by a public K-20 educational institution; and no public K-20 educational institution shall provide athletics separately on such basis.

Notwithstanding the requirements of paragraph (a), a public K-20 educational institution may operate or sponsor separate teams for members of each gender if the selection for such teams is based upon competitive skill or the activity involved is a bodily contact sport. However, when a public K-20 educational institution operates or sponsors a team in a particular sport for members of one gender but does not operate or sponsor such a team for members of the other gender, and athletic opportunities for that gender have previously been limited, members of the excluded gender must be allowed to try out for the team offered.

This subsection does not prohibit the grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to gender. However, when use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one gender, the educational institution shall use appropriate standards which do not have such effect.

A public K-20 educational institution which operates or sponsors interscholastic, intercollegiate, club, or intramural athletics shall provide equal athletic opportunity for members of both genders.

NONSECTARIAN POLICY

MVA is committed to providing employees with the best work experience possible. MVA is nonsectarian in its programs, admissions policies, employment practices, and operations as specified in Section 1002.45, Florida Statutes. The policies provided serve as a source of information about the policies and procedures for teachers, parents, and students participating in MVA programs. MVA, upon resolution by its Board of Directors, reserves the right to amend, add or change the policies, protocols, or procedures as it deems necessary or as required by law.

GENERAL ATTENDANCE AND PARTICIPATION POLICIES

MVA monitors student attendance, participation, and performance to ensure that students meet compulsory attendance requirements and are making progress toward successful completion of the course or program as specified in the program's attendance policies.

Virtual students are expected to attend and participate in their online education courses as they would attend and participate in a traditional classroom course. Expected number of logins will vary depending upon the student's chosen pace to complete the course.

If there is no activity or login from a student in one week, the teacher may contact the student and or parent. Unless prior communications have been received from the student, parent, or home school regarding the student's absence, a student who fails to log in and participate in his/her online course for fifteen (15) days may be dropped from the course. If a student does not log in to a course for seven (7) consecutive days for any reason, it is his or her responsibility to notify the teacher.

Attendance is measured by time logged in, contributions made through communication via discussion threads, e-mails, Drop Box, chat sessions, video conferences, and/or through the submission of assignments, projects, and tests. Each time a student enters a course, participation is automatically recorded and the length of time in each area is noted.

TRUANCY

The state of Florida outlines a "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

Although the online educational setting permits flexibility in time, MVA will consider 15 unexcused absences the equivalent to 15 or more school days in which the student has not completed any work, is not making adequate academic progress and has not responded to communication attempts made by an assigned Teacher, Administrator, and/or School Counselor. When a truancy issue occurs, school support staff will organize an intervention meeting to assess what support strategies can be implemented to assist the student in their academic success. If guardian/students are unresponsive to these efforts, a student may be dropped/withdrawn from MVA for truancy if the student is not actively submitting assignments or being responsive to communication attempts made by staff.

ASSESSMENT AND ACCOUNTABILITY All public-school students are required to take state assessments, including virtual public-school students. These students are required by law to take state assessments, and it is the responsibility of their school district to provide a location for them to take state assessments. These students will be tested at their district school of enrollment, or the district may choose to have them report to the school in their attendance zone, to another school in the district or to another location established by the district. All MVA full-time students are required to take state assessments. Although the students are not enrolled in district public schools, they are public school students and are required to take all state assessments. Currently, only school districts administer statewide assessments, and the law specifies that these students are to take these tests in their districts of residence at the school to which they would be assigned according to district school board attendance areas unless MVA and the school district agree to an alternate site. There is no additional cost for students to take the required state assessments.

FLORIDA K-12 STATE ASSESSMENT INFORMATION With the Florida standards in place to help Florida students succeed, the most current Florida State Assessments in English Language Arts (ELA), Mathematics, and end-of-course (EOC) subject exams serve Florida students by measuring education gains and progress. Students, parents/guardians, and educators are encouraged to check the assessment portal often to access important information and resources as they are available. The Statewide Science Assessment is still administered to students in grades 5 and 8, and 10 Reading Retake will be available for students with this requirement.

STUDENT DROP POLICY

Only through continuous communication can students be successful in an online course. Within each course the instructor outlines the weekly minimum work requirements. It is essential that the student and instructor maintain regular contact.

All students are required to sign the following statement upon registration:

“I acknowledge that during the first 14 days of being activated into my MVA course, I may drop the course without penalty. I understand that for each online course there are a minimum number of assignments that must be completed each week. Failure to submit the minimum number of assignments on a weekly basis will result in my removal from the course and may result in a failing grade being assigned to my academic transcript. If I drop the course after completing 50% of the class requirements and fail to take the final exam, MVA may issue an “F” for my final grade.”

To ensure that our students are aware of this commitment, the four-part process below will be followed:

1. If the student does not submit the expected number of assignment(s) within a period of ten (10) consecutive days, the student and parent will receive an email from the instructor to schedule an academic intervention conference call. During the call, the student, parent and teacher will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week.
2. If the student does not respond to the intervention by submitting assignments within five (5) days or does not continue to submit an acceptable number of assignments each week, the instructor will place a phone call to the student/parent(s) to remind them of the importance of submitting work and detailing the withdrawal process.
3. If the student does not respond by submitting assignments within twenty (20) days of the intervention, MVA will send a formal email to the student and the parent.
4. If there is no response within twenty (20) days of the email, MVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.

ACADEMIC GRADING PERFORMANCE SCALE

GRADE	LETTER VALUE	VERBAL INTERPRETATION	GRADE POINT VALUES
A	90 - 100 %	Outstanding	4
B	80 - 89 %	Good	3
C	70 - 79 %	Satisfactory	2
D	60 - 69 %	Minimal; Improvement Needed	1
F	0 - 59%	Unsatisfactory	0
I	0	Incomplete (Secondary Only)	0

The academic grades in all courses are to be based on the student's degree of mastery of the instructional objectives and competencies for the course. The determination of the specific grade a student receives will be based on careful consideration of all aspects of each student's performance such as coursework, supplemental projects, virtual tests, and other online assessments. Progress reports and report cards will serve as the primary means of communicating student progress and achievement of the standards for promotion.

STANDARD DIPLOMA REQUIREMENTS



Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of their final course grade*:

- Algebra 1
- Geometry
- Biology
- U.S. History

*Special note: Thirty percent not applicable if student is not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

Students enrolled in the U.S. Government course, including dual enrollment and AP classes, are required to take the assessment of civic literacy. This score does not impact the student's course grade nor graduation status. However, students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. [1007.25](#), F.S.

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 2.5 elective credits instead of 7.5
- Physical Education is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in electives or work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
• ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
• One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
• One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
• 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
0.5 Credit in Personal Financial Literacy****
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
• To include the integration of health
7.5 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the [Florida Course Code Directory](#).

**[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

***A computer science credit may not be used to substitute for both a mathematics and science credit.

****This requirement was added for students entering grade nine 2023-2024 and thereafter.

NOTE: The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined in s. [1003.01\(2\)](#), F.S., including work-related internships approved by the State Board of Education and identified in the course code directory.

Academic Advisement

Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

**Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment and earns the minimum college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. [1003.492](#), F.S.)

What is CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's [State University System](#) (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the [Florida College System](#) offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma, an equivalent diploma or earned college credit.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career, Adult and Technical Education District Postsecondary Institutions](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

STUDENTS RESPONSIBILITIES

Students are expected to maintain an appropriate pace throughout the course and take care to not fall behind. He or she must be proactive in giving their best effort to always attain proficient grades in each class.

If the student has difficulties with the course, assignments, or with time management, he or she should contact the teacher for support and guidance.

STUDENT CODE OF CONDUCT

Internet access is required for all students, but access must be used in a responsible, safe, efficient, ethical, and legal manner. With expanded access to electronic information, availability of inappropriate material is not uncommon. Some sites contain illegal, defamatory, inaccurate, or offensive information. Although it is impossible to control such misuses, we believe that with responsible use, the benefits of the Internet as an educational tool outweigh the negatives. We especially appreciate partnering with parents to teach responsible Internet use.

Please review the following rules and expectations carefully:

- Students are responsible for good behavior on the network. Always use a computer in a way that shows consideration and respect. It is not acceptable to use obscene, profane, threatening, or disrespectful language.
- We take integrity and authenticity of student work very seriously. Do not cut, copy, or plagiarize Internet content or the work of your online classmates. Teachers do utilize technologies to check for authenticity. Copying, knowingly allowing others to copy from you, and/or misusing Internet content could result in removal from our courses and other disciplinary action.
- Security is a high priority, especially when the system involves many users. If you can identify a security problem in the school's computers, network, or Internet connection, notify a system administrator.
- It is illegal to create harmful computer viruses.
- Email is not private. Never say anything via email that you wouldn't mind seeing on the school bulletin board or in the local newspaper.
- Beware of emails from anyone, particularly adults you don't know, asking for personal information, attempting to arrange meetings, or engaging in personal contact. Alert your teacher of any message you receive that is inappropriate or makes you feel uncomfortable.
- Email with your online classmates should be course related. It is prohibited to send unwelcome email to your online classmates.
- Email addresses that use profanity or may be construed as offensive, shall not be permitted for correspondence. Administration reserves the right to determine if student email addresses are inappropriate. When necessary, students will be asked to use an alternative email address or be refused participation in courses.
- Protect your password. Keep it secret from anyone except your parents.

INTERNET USAGE POLICY

All Internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of MVA and, as such, is subject to disclosure to the parent, parents, administration or other third parties. Consequently, MVA expects both students and staff to abide by the school's internet usage policy:

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

Abuse of internet platforms and tools provided by the school in violation of school policies will result in disciplinary action. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending or posting discriminatory, harassing, or threatening messages or images.
- Stealing, using, or disclosing someone else's code or password without authorization.
- Copying, pirating, or downloading software and electronic files without permission.
- Sending or posting confidential Mater I, trade secrets, or proprietary information outside of the organization.
- Violating copyright law.
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmissions.
- Participating in the viewing or exchange of pornography or obscene materials.
- Sending or posting messages that defame or slander other individuals.
- Attempting to break into the computer system of another organization or person.
- Refusing to cooperate with a security investigation.
- Using the Education Portal for political causes or activities, religious activities, or any sort of gambling.
- Jeopardizing the security of the organization's electronic communications systems.
- Sending or posting messages that disparage another organization's products or services.
- Passing off personal views as representing those of the organization.
- Sending anonymous e-mail messages.
- Engaging in any other illegal activities.

ACADEMIC INTEGRITY POLICY

What is academic integrity?

Academic integrity is an ethical code, whereby the student guarantees that all work submitted is the student's own work.

Why is academic integrity important?

When students submit an assignment that is not their own original work, there are two issues involved:

- Students are earning credit for learning material for which they have not demonstrated mastery.

They may be violating the policies of MVA.

What are some examples of academic integrity violations?

There are two kinds of academic integrity violations. One is "plagiarism" and the other is "cheating."

Plagiarism - To steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source. Some examples are, but not limited to the following:

- Copying and pasting a report from the Internet and representing it as your own work
- Copying any other work and not properly citing authorship

Cheating

- To influence or lead by deceit, trick, or artifice.
- To practice fraud or trickery to violate rules dishonestly.
- Providing questions/answers/ work to another student.
- Receiving questions/answers/work from another student.

Ensuring Academic Integrity

MVA uses a variety of tools to ensure the integrity of student work.

- Plagscan.com - This Internet tool compares student work against a variety of databases. The Learning Management System is now integrated with Plagscan.com, and most work is automatically uploaded to the system. This database compares students' work against other students' work, as well as work found on the Internet.
- Academic Integrity Database - Database of student integrity incidences or violations. This database is used to monitor the number of student integrity issues.
- Teacher Expertise - Instructors have extensive classroom experience. Their expertise is often a guide in identifying the level of originality in student work.

- Discussion Based Assessments - Each teacher regularly conducts discussion-based assessments with his or her students. These conversations occur at specific intervals as well as randomly in a course and are included in the assessment component of each course. The teacher discusses individual student work and extends the conversation to allow the student to demonstrate mastery of the content and to verify the authenticity of the student's work.
- Academic Integrity Reporting Policy – Community members, guidance counselors, parents, and students can call or email any academic integrity-related issue anonymously.

Consequences of Violation of this Policy

A variety of consequences will be administered when students are caught cheating or plagiarizing. These consequences range from resubmission of an assignment up to expulsion from coursework. Additionally, final grades may be rescinded if a student is found to have cheated or plagiarized after the grade has been posted to a transcript.

Students are responsible for submitting their own, original work and are expected to:

- Read and sign the Student/Parent Acknowledgement Form as part of the enrollment process.
- Participate in a welcome call during which components of our academic integrity program will be discussed.
- Ask any questions regarding plagiarism or cheating if they are not sure.

Parents, as partners in supporting student learning, are expected to:

- Read and sign the Student/Parent Acknowledgement Form as part of the enrollment process.
- Participate in a welcome call during which components of our academic integrity program will be discussed.
- Ensure that their student's work is authentic and original.
- Monitor, via their guardian account, various academic integrity tips from the IM.
- Ask any questions regarding plagiarism or cheating if they are not sure.

Teachers, as stakeholders in ensuring the highest standards of academic integrity, are expected to:

- Act as a resource for student questions.
- Submit various assignments in the Plagscan.com database.
- Coordinate any academic integrity issues with the Instructional Leader.
- Verify student mastery of content through discussion based and authentic assessments.
- Participate in any mandated trainings or staff development.

Instructional Leaders are expected to:

- Support academic integrity in each course they oversee.
- Ensure that all teachers participate in academic integrity initiatives.
- Support the administration of consequences.
- Provide support to the instructional staff in the implementation of these policies.

STUDENT CODE OF HONOR

A student should NEVER:

- Share their Username and Password with anyone other than their Parents.
- Use anyone else's Username and Password.
- Obtain or assist anyone to obtain unauthorized access to the network.
- Post their or anyone else's personal information (i.e. address, email, telephone, etc.)
- Post private messages sent to them.

TEACHER AVAILABILITY AND RESPONSIVENESS

Frequent student-teacher communication in the virtual learning environment requires commitment above and beyond the traditional workday by staff in a brick-and-mortar environment, as communication is the critical element to the success of the program. Instant Message (IM) communication and email are considered essential and are expected on a regular basis. Voice to voice communication is expected, at a minimum, during the initial start as well as at the end of the term.

MVA makes the following commitments to its students, parents and schools:

- All email, voicemail and instant message communication will be responded to within 24-48 hours during the work week.
- Teachers will establish office hours and post them within the virtual classroom. During those hours, teachers will be available to answer phone calls, emails, and instant messages. Each request for correspondence will be answered in as timely of a fashion as possible with a minimum turnaround target of 24 hours. No response to a student/parent contact shall exceed 48 hours from the time of initiation.
- Teachers are expected to talk personally with each student and their parent at least once a month as well as at the beginning and end of the term.
- Teachers will update course announcement pages frequently.
- At the beginning of the course, each student will receive a Welcome Call / Orientation from their teacher as well as required monthly calls.
- Teachers will provide targeted and timely feedback to students on submitted assignments and completed assessments within a period of time not exceeding 72 hours.

PARENT/GUARDIAN'S RESPONSIBILITIES

As a parent/guardian of a virtual school student, it is very important to understand the responsibilities associated with that role. With the many distractions students have today, it can be difficult for some students to set aside time to work on courses when not in school. It is the responsibility of the parent/guardian to encourage the student to manage their time in an effective way. Teachers will keep the parent/guardian apprised of the student's progress and will initiate contact if they fall behind in their coursework.

Parents are expected to supervise and monitor their student's progress throughout the duration of the course. This can be accomplished by accessing the parental account periodically to monitor student progress.

Parents should support Academic Integrity. Academic Integrity is one of our core values and one of the most important areas of focus as a learning organization. Students with Academic Integrity make decisions based on ethics and values that will prepare them to be productive and ethical citizens.

You may contact your child's teacher directly via email and/or instant messaging to answer questions about the course that you may have. When a parent/guardian has a concern about the child's performance or behavior, the parent/guardian should set up a conference with the child's teacher.

Parents/guardians should also be aware of the course progression plan that their student is following and use that to help plan for the child's academic and educational future.

A parentally placed private school student with a disability does not have an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school under the Individuals with Disabilities Education Act.

PRIVACY POLICY

MVA will abide by student privacy guidelines inspired by the Family Educational Rights and Privacy Act (FERPA) of the federal government of the United States. The following persons have access to student records:

- Principal
- Administrative Team
- Professional Staff (Teachers, Guidance Counselor, the General Counsel)

All students are provided a unique password to access online courses. It is the student's responsibility to keep his/her password in confidence.

ANTI-DISCRIMINATION POLICY

MVA's admission and enrollment policies and procedures comply with anti-discrimination provisions.

MVA does not discriminate against pupils on the basis of sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, learning disability or handicap in its education programs.

Furthermore, the criteria for admission to a program or course shall not have the effect of restricting access by persons of particular race, ethnicity, national origin, gender, disability, or marital status.

Discrimination on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student or an employee is prohibited.

BULLYING AND HARRASSMENT POLICY

Mater Virtual Academy prohibits harassment between members of the MVA community, including communication of any form between students, MVA faculty and/or staff, and any third parties directly or indirectly related to the MVA Academic Network.

MVA is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally and socially. Such an atmosphere must be free of intimidation, fear, coercion and reprisal.

It is an expectation that all students and employees shall use all equipment and programs for the intended educational purpose. MVA is committed to protecting its students and employees from bullying, harassment or inappropriate uses of computers or programs to participate in bullying behavior. Bullying and Harassment will not be tolerated and shall be just cause for disciplinary action.

Conduct that constitutes bullying or harassment, as defined herein, is prohibited.

Bullying, harassment, and cyber stalking are defined as inflicting physical or psychological distress, and/or communicating words, images or language using electronic mail that causes emotional distress and for which there is no legitimate purpose.

Any action by a student or parent deemed inappropriate will be fully investigated by the appropriate school administrator.

Consequences for students for actions that violate the policy on bullying and harassment shall be determined by the administrative staff and may include:

- Student/teacher/parent conference
- Suspension of email privileges
- Removal from access to courses

NETIQUETTE POLICY

Students are responsible for proper behavior while online. Students must always show consideration and respect when participating in MVA classes. Obscene, profane, or threatening language online as well as offline will not be tolerated.

Students should be cautious about email messages from anyone, particularly adults asking for personal information, attempting to arrange meetings, or engaging in personal contact. Students should disclose to teachers any message received that is inappropriate or that causes uncomfortable feelings.

Any distribution of unsolicited email to online classmates is prohibited. All course interaction between teachers, parents, students, and stakeholders will be logged. Email messages to online classmates should be limited to welcomed correspondence that is course related. MVA administrator will cooperate fully with any investigation related to any illegal activities conducted through the Internet.

DISCIPLINARY ACTIONS

MVA will determine the appropriate disciplinary actions for student violations of the code of conduct as they arise. The severity of the offense is the prime determiner in deciding the appropriate consequence. Any inappropriate behavior, outlined in the student/parent handbook or otherwise, that is reasonably considered detrimental in a school setting is grounds for immediate removal from the MVA program. Possible actions may include but are not limited to:

- Written and verbal warning and notification to the parent.
- Placement on “temporary conduct probation.” A student’s online academic network activities will be monitored for the duration of the student’s current course(s) and the course(s) the student takes in the subsequent term.
- Suspension from the MVA program for a specified period of time.
- Permanent removal from MVA.

When a violation has occurred, a report, including the date, time and circumstances of the alleged act, will be submitted. This report includes a description of the actions of all parties involved names of witnesses available and documentary evidence that supports the charge.

Students wishing to report a violation should file the report through the teacher. Upon receipt of the report, MVA will determine if the student may have violated a policy. If there is sufficient information, the student and parent will be contacted in writing informing the student of the charges in sufficient detail, including the time and place the alleged violation occurred and the penalty that would be appropriate if the student did in fact violate the policy.

MVA GRIEVANCE POLICY

Students, faculty, and staff have the right to be officially heard in matters where they feel they have a grievance against School policy or personnel. The procedure for seeking redress of such grievances is set forth below:

1. A grievance must be initiated within three (3) weeks of the date of the alleged occurrence or the last act in a series of occurrences, unless otherwise waived by the Chief Operating Officer, or Principal.
2. If the grievance involves MVA faculty, staff, or a student (an “MVA employee”), the complainant should first attempt to resolve such a grievance with that individual. A grievance should be filed if the complaint is not resolved with the MVA employee, or if the complainant initially wishes to have anonymity with respect to the MVA employee.
3. A complainant who has a grievance regarding an MVA employee or with an MVA policy must put the grievance in writing and the complainant should complete the attached form by filling in all necessary information. The complainant should submit the form directly to the appropriate “Grievance Officer”. For grievances that are “academic” in nature (involving a member of the faculty or an academic MVA policy) the Grievance Officer shall be the Sr. Director of Domestic Academics if the grievance implicates MVA’s domestic academic activities. For grievances that are “non-academic” in nature (involving non-academic personnel or a non-academic MVA policy), the Grievance Officer Shall be the Chief Operating Officer if the grievance implicates MVA’s domestic non-academic activities. If a particular Grievance Officer reasonably believes that they received a grievance that is more within the purview of another Officer, they may forward the grievance to that official while providing written notice to the complainant of the action.

1. Reasonable efforts will be taken to maintain confidentiality unless the nature of the complaint requires disclosure (such as if it involves the commission of a crime). However, the complainant should know that his or her name could be made known to the Sr. Director of Domestic Academics, Chief Operating Officer, General Counsel, and Principal of MVA.
2. The COO will contact the complainant to discuss the problem. The COO may call together the complainant and the MVA employee (if applicable) to resolve the issue. If the complainant requests anonymity, the COO will meet with the MVA employee, give the employee a copy of the complaint, and request a written response. The Sr. Director of Domestic Academics will report to the COO (if the grievance is academic in nature or non-academic) on the resolution of the matter.
3. If the matter was not satisfactorily resolved by the Sr. Director of Domestic Academics, the complainant may appeal to a “Hearing Committee”, consisting of the Chief Operating Officer (depending on the academic or non-academic nature of the grievance) and no less than two other administrators or faculty members, as selected by the Principal, who have no relationship to the complainant’s case. The Hearing Committee’s decision may be appealed to the Principal of MVA.

Form for Documenting Grievance (MVA Employee Policy)

I. Name of Complainant: _____

II. Date/Semester of Action which is Subject of Complaint: _____

III. Name of MVA Employee (if applicable): _____

IV. Description of Employee Action /MVA Policy Causing Complaint:

Signature of Complainant

Date

V. Description of Steps Taken to Resolve Complaint and Outcome:

Signature of Grievance Officer

Date

VI. Complainant (check one): Accepts Officer's resolution or wishes to appeal resolution.

Signature of Complainant

Date _____

VII. If appealed, add decision of the Hearing Committee on separate page.

VIII. Reviewed by COO:

Signature

Date

MINIMUM TECHNICAL REQUIREMENTS FOR ONLINE COURSE PARTICIPATION

Supported Browsers:

- Google Chrome (latest 2 versions)
- Mozilla Firefox (latest 2 versions)
- Apple Safari (latest 2 versions)
- Microsoft Edge (latest 2 versions)
- Microsoft Internet Explorer (latest version) Screen size: Minimum width of 1024px

Browser Plug-ins

- Stoneware webPass
- Sun Java 8.91 JRE or higher
- Flash 9.0 or higher
- Shockwave (Operating System Dependant)
- AcrobatReaderDC2015.017.20050 or higher

PC Requirements

- 500 MHz minimum CPU, higher recommended
- Minimum of 10 gigabytes free HDD space
- Broadband connection is strongly recommended
- Windows XP, 7, 8, 10
- Microsoft Office, Open Office or Google docs
- 1024 MB Ram
- Display setting 1024x768 resolution
- Students need a method to save work to a portable medium (Zip, CD, USB)
- Audio: Sound card with speakers, microphone or headset

Macintosh Requirements

- Power Mac G3 (350 MHz)
- OSX
- Microsoft Office, Open Office or Google Docs
- Students need a method to save work to a portable medium (Zip, CD, USB)
- 1024 MB Ram
- Minimum of 10 gigabytes free HDD space
- A broadband connection is strongly recommended
- Audio: Speakers and microphone or headset

STUDENTS & PARENTS WITH DISABILITIES

MVA makes every effort to ensure that all our electronic and information technology is accessible to people with disabilities. At a minimum, we strive to maintain compliance with Section 508 of the Rehabilitation Act as amended, 29 U.S.C. Section 794d.

If you have difficulty accessing any portion of our content or platforms, or would like to request a specific accommodation, please contact us at support@aveteaching.com.

TECHNICAL SUPPORT

Students will be provided with professional technical support throughout the course as needed. MVA is committed to providing technical assistance within 24-48 hours of a request for assistance. To access technical support email support@aveteaching.com.



Tuition and Fee Schedule

School Year: 2026-2027

Dear Parents and Guardians,

We would like to take this opportunity to thank you for your continued partnership and support in your child's education. To ensure transparency and proper planning for all families enrolled in our program, we are providing the following information regarding our **tuition schedule, payment procedures, and withdrawal policy** for the upcoming school year.

Tuition and Fees

- **Annual Tuition:** \$7,500
- **Annual Registration Fee:** \$100

Tuition must be paid according to the payment schedule selected below. Parents are responsible for ensuring payments are made by the specified deadlines.

Payment Options

Please review the two options below and indicate your preferred payment method by placing a **checkmark (✓)** next to the applicable option:

☐ **Option 1: StepUp Scholarship Recipients**

For families whose students have been awarded a **StepUp scholarship**, we have aligned our billing cycle with the quarterly StepUp disbursement dates. Payments are to be made in four (4) scheduled installments as outlined below:

- **Payment 1 – Due September 15:** \$1,875 (1st Semester Tuition Fee – Part 1) + **\$100 Registration Fee**
- **Payment 2 – Due November 15:** \$1,875 (1st Semester Tuition Fee – Part 2)
- **Payment 3 – Due February 15:** \$1,875 (2nd Semester Tuition Fee – Part 1)
- **Payment 4 – Due April 15:** \$1,875 (2nd Semester Tuition Fee – Part 2)

Payments should be issued promptly upon each StepUp disbursement to ensure your student's account remains in good standing.

If your student has been awarded a StepUp scholarship, please complete the following:

1. Student Name: _____

2. Student ID as listed on the EMA Dashboard/Student Profile: _____

3. Scholarship Type: Circle one- PEP or FES-UA (Unique Abilities)

☐ **Option 2: Out-of-Pocket Payment**

Families who are paying tuition without a scholarship are required to follow the semester payment schedule below:

- **Semester 1 Tuition Fee:** \$3,750 + \$100 Registration Fee, **due upon registration**
- **Semester 2 Tuition Fee:** \$3,750, **due January 5**

Please ensure that payments are submitted on or before these dates to avoid delays in enrollment or access to coursework.

Withdrawal and Tuition Responsibility Policy

Families who wish to withdraw their student from the program **without incurring tuition charges** must do so **within the first 14 days of the semester**, referred to as the **grace period**.

Withdrawals submitted **after the first 14 days** of the semester will result in **full financial responsibility** for that semester's tuition. Once the grace period has ended, tuition fees are considered assessed and non-refundable.

Acknowledgment and Agreement

By signing below, I acknowledge that I have reviewed, understand, and agree to the tuition schedule, payment deadlines, and withdrawal policy as outlined in this letter. I understand that I am responsible for ensuring all payments are submitted by the indicated deadlines, according to the payment option I have selected above.

Parent/Guardian Name (Print): _____

Parent/ Guardian Signature: _____

Student Full Name: _____

Date: _____

Selected Payment Option (check one):

☐ StepUp Scholarship ☐ Out-of-Pocket Payment

Thank you for your continued cooperation and support. Should you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Noelle Iglesias

Principal

PARENT ACKNOWLEDGMENT FORM

We have read the Mater Virtual Academy Student/Parent Handbook and understand and agree to cooperate with all the policies contained herein.

I understand the importance of this Handbook and agree to adhere to the policies and regulations of the Student/Parent Handbook. I understand that failure to follow school regulations and policies will jeopardize student eligibility to register for the following academic year, and may result in dismissal from this virtual program.

(Student's Name)

(Student's Signature)

(Parent or Guardian's Name)

(Parent or Guardian's Signature)

(Date)

DIRECTIONS: Please print, sign, and date this form accordingly and email as an attachment to info@aveteaching.com.