



MINNESOTA VIRTUAL SCHOOLS

A program of Minnesota Transitions Charter Schools
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K-12 Academic Community

Parent/Student Handbook

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Minnesota Virtual High School is an online program offered by Minnesota Transitions Charter School that delivers curriculum via the internet. We provide a comprehensive library of core courses and electives, including foreign language courses.

Mission

Minnesota Virtual High School provides a personalized online learning experience in which our students prepare to be successful contributors in an evolving global community.

A Public Charter School

Minnesota Virtual High School is a program offered by Minnesota Transitions Charter School, a state-approved Minnesota public charter school. Students will receive their diploma from Minnesota Transitions Charter School.

Minnesota Virtual High School courses are aligned with Minnesota State Academic Standards. Students are required to meet state standards as prescribed in the areas of Language Arts, Mathematics, Science, Social Studies, Fine Arts, and Health and Physical Education in order to ensure grade progression and graduation.

Contact Information and Services

MNVS provides Minnesota certified teachers to meet the academic needs of our students. Classroom teachers are available during the traditional school day and by appointment. MNVS teacher contact information is available via the [MNVS Website](#) and on the course homepage within the classroom platform.

School Counselors are available to assist with appropriate class selection and provide academic counseling to assist students with post-secondary placement and career exploration. Student Support Specialists build relationships with students in order to support the student in his or her academic goals, track attendance, and provide interventions when appropriate to encourage student attendance and academic success. Students are expected to maintain regular contact with their Student Support Specialist to ensure successful and timely course completion.

Platform and Course Delivery

All classes are accessible online by via the MNVS Classroom at <http://www.mnvirtualhiclassroom.org>. After being enrolled, students will receive a welcome email from MNVS containing their username and password which are required to access MNVS courses. During this communication, the student will receive student account log in credentials and the MNVS Student Handbook. Upon logging in for the first time, students complete an orientation course which demonstrates how to access courses, view grades, and communication tools.

Online Resources

Minnesota Virtual High School course resources:

Minnesota Career Information System: <http://mncis.intocareers.org/>

Crisis Connection: <http://www.crisis.org/>

Minnesota Public Libraries MnKnows: <http://www.mnknows.org/>

The MNKnows site also includes:

Electronic Library for Minnesota: <http://www.elm4you.org/>

Ask MN (a free online service for information or research help from a MN librarian):

<http://www.askmn.org/>

eFolioMinnesota: <http://www.efoliominnesota.com/>

GENERAL INFORMATION

Student Enrollment Information and Process

Note: As a result of the U.S. Supreme Court Ruling, school personnel may not deny admission to a student during initial enrollment or any other time on basis of undocumented status; or require parents or students to disclose their immigration status or social security numbers, which may expose undocumented status (458 U.S. 1131 {1982}).

MNVS Enrollment Process*:

- 1.) To be considered for enrollment the student must meet the following:
 - 1.) Must hold residency in Minnesota; and
 - 2.) Students must be in grades 7-12 and under the age of 21; and
- 2.) Enrollment into MNVS is contingent upon the receipt of the completed enrollment packet from the family and all required documents.

Enrollment packet includes:

- Registration Forms
- Emergency Contact Information
- Attendance Agreement
- Permission to release educational records

Required Documents are:

- Proof of residency
- Student birth certificate

Requested Documents include:

- Recent photograph of student
- Transcript or Academic Record
- MCA-II/GRAD Test Scores
- Immunization Records
- Special education records
- Application for Educational Benefits (Free and Reduced Lunch Form)

Upon acceptance and receipt of required documentation by MNVS, the following steps occur:

- 1.) Student receives MNVS welcome email; student completes the Orientation course
- 2.) Official transcripts from an accredited school and/or academics records will be reviewed to determine the courses to which the student will be enrolled.
- 3.) School counselor determines class schedule and enrolls student in classes.
- 4.) Student begins classes.

*** Students and parents are required to inform Admissions Office if there is a change of mailing address, telephone phone number, or email address. A student's demographic information must be kept current at all times.**

Academic Calendar

When a student is enrolled in a course, the student will have the remainder of the current semester to complete the course unless otherwise stated. If a student is not able to work on the classes for any reason, the student's parent/guardian should email attendance at: MVHSattendance@emailmtcs.org. Sicknesses lasting 3 school days or more require a doctor's note. Vacations must be requested *in advance* and require that a student be ahead in classes. MNVS follows the Minnesota Transitions Charter School district calendar. You may access this school year calendar at the [MNVS Website](#). Full-time MNVS students are eligible to take 12 classes (18 credits) for the regular school year.

Repeating Course(s)

If a student does not pass a class with a 60% or higher overall grade, the course will be repeated. Students who fail a course are responsible for working with their school counselor to be re-enrolled in the course. Students and families are responsible for ensuring that all graduation requirements have been met through successful course completion. Both grades will stay on the transcript unless the student was given an “I” (incomplete) for the previous course. An “I” can be awarded to a student if the student was not able to complete the course due to a medical or family emergency, when the student retakes the course then the “I” will be replaced with a passing grade.

Course(s) Changes

In order to change a course students must submit a written request to the school counselor within three weeks of enrollment in the course. A course change is not official until it has been expressly approved by the school counselor. This written request must include the following:

- Student Name
- Reason for request
- The course(s) the student wishes to drop

Once the school counselor has approved the Change of the course(s), parents and students will receive written confirmation of that change. Students must continue to work in all courses until the change has been confirmed. Students wishing to withdraw from ALL of their classes must following the procedures set forth in the withdrawal policy.

Course Extensions

Course extension requests must be completed and received by the school 7 calendar days prior to the end of an academic term.

Transfer Credits

Official transcripts are required in order to properly transfer credits to the student. How credits are accepted depends on the course previously taken and the current school district and state graduation requirements.

Transcript Revision Policy

Minnesota Virtual High School will only revise transcripts if a clear and correctable mistake was made on the current transcript. Any requests for transcript revisions must be submitted to the MNVS registrars and will then be reviewed by the Director and/or Assistant Director for approval. Once approved changes will be reflected in the Student Information platform and a new transcript will be processed.

Graduation Requirements

Upon completion of the enrollment process and each school year, students receive an electronic record of credits earned and current courses. Students may also request this record by contacting school counseling staff through email. This record includes the courses the student has completed and credit earned towards graduation. It is possible that the credit totals may be different than the previous schools attended, as Minnesota Transitions Charter Schools is based on 1.5 credits per semester class, with a total of 64.5 needed for graduation. Students do not lose credits when transferring schools, although credit conversions and graduation requirements do differ between school districts. Students may request a current credit count by contacting their school counselor.

To receive a diploma from Minnesota Virtual High School, each student is required to receive the following credits per category for a total of 64.5 credits in addition to meeting Minnesota state graduation requirements:

- English – 12 credits
- Social Studies – 12 credits

- Math – 9 credits
- Science – 9 credits
- Fine Arts – 3 credits
- PE/Health – 3 credits
- Electives – 16.5 credits

Advanced Placement

We do not offer Advanced Placement courses at this time.

Post-Secondary Enrollment Option (PSEO)

PSEO is a Minnesota state funded program that provides qualifying high school students with the opportunity to earn post-secondary education credits while still completing high school. PSEO is available to MNVS juniors and seniors.

Each college and/or university that offers PSEO sets their own requirements for enrollment into their program.

Common guidelines are as follows:

- Juniors, GPA of 3.0 or higher or class rank 1/3 (66th percentile)
- Seniors, GPA of 2.5 or higher or class rank 1/2 (50th percentile)
- Meet placement testing requirements (often this is the Accuplacer)
- Submit required application materials by deadline

Students are required to notify MNVS of PSEO enrollments. Contact your MNVS school counselor for assistance with PSEO registration.

Online College in the High School (OCHS)

OCHS is a state funded program that provides qualifying high school students with the opportunity to earn post-secondary education credits online while still completing high school. Courses are taught through the Minnesota State Colleges and Universities System (MnSCU).

Students applying to OCHS must (1) have an adequate grade point average and class rank and (2) achieve college level assessment scores. Students must maintain an acceptable GPA to register for future term courses. Special approval is required for students who request to enroll in more than 3 courses per semester. High school principals or superintendents can request enrollment permission for students who do not meet the eligibility requirements; submission of supporting documentation is required.

Adequate Grade Point Average (GPA) and Class Rank: The high school transcript for the student must list a cumulative GPA that is at or above the minimum level.

- *Senior (12th grade):* A student who will participate as a senior must have at least a 3.2 cumulative GPA, and be in the upper one-half of their class or score at or above the 50th percentile on a nationally standardized, norm-referenced test.
- *Junior (11th grade):* A student who will participate as a junior must have at least a 3.2 cumulative GPA, and be in the upper one-third of their class or score at or above the 70th percentile on a nationally standardized, norm-referenced test.

College Level Assessment Scores: The student must complete an Accuplacer or ACT assessment and achieve scores that are at or above the minimum level.

- *Minimum Accuplacer Scores:* Reading Comprehension score of 78.

Note: Students enrolling into a math course or a course with a math pre-requisite must attain an Elementary Algebra

score of at least 85, OR an Elementary Algebra score of at least 78 and a College Level Mathematics score of at least 50.

- **Minimum ACT Scores:** Reading sub score of 21.

Note: Students enrolling into a math course or a course with a math pre-requisite must attain a Math sub score of at least 22.

- **Extenuating Circumstances:** A student may retest once annually. When determining student admission, college administration will consider extraordinary circumstances upon the recommendation of the high school administration.

Returning OCHS Students: All student registrations are contingent on previous semester grades/GPA. Students will be registered when high school rosters are received and grades will be reviewed at end of term. If a student does not meet the GPA criteria, that student will be removed from the registered OCHS course(s) and the proctor will be notified by the OCHS support center.

School Withdrawal Policy

Transferring:

Students transferring to another academic institution should contact the enrolling school or district to complete the enrollment process.

- 1.) As a courtesy, parent(s) or adult students should contact the school to notify MNVS of the change.
- 2.) Only after MNVS has received a Notification of Change in Student Enrollment form (NCSE) from the school district that the student will be attending will the student be completely withdrawn from all courses.
- 3.) Students must continue to work in their MNVS courses until the withdrawal has been completed and their enrollment at the next school begins.

Formal Withdrawal:

Students age 17 and older planning to formally withdraw from school should contact MNVS school principal, Bill Glenz, to initiate the process.

- 1.) Contact the MNVS principal - Bill Glenz.
- 2.) Meet to discuss educational options.
- 3.) Complete formal withdrawal form with appropriate signatures and return the form to Bill Glenz.

Attendance Verification

Students and parents seeking attendance or enrollment verification must fax or email the attendance or enrollment verification request and accompanying forms to the school administration. The student must meet MNVS attendance requirements in order for the school to verify that the student is in attendance.

Child Abuse and Neglect Reporting by School Officials

Minnesota Statute Section 262.556, Subd. 3 requires that “A professional or professional's delegate who is engaged in the practice of the healing arts, social services, hospital administration, psychological or psychiatric treatment, child care, education, correctional supervision, probation and correctional services, or law enforcement [...]” must report physical abuse, sexual abuse and neglect of children. This law stipulates that if school officials “[...] have reason to believe a child is being neglected or physically or sexually abused...(they) shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, or the county sheriff.”

Student Records (Family Educational Rights & Privacy Act)

Under the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA 34 CAR Part 99), parents of currently enrolled students at MNVS (or as an eligible student of 18 years of age) have the right to:

- a) Inspect and review their student's educational records;
- b) Request the amendment of their student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- c) Consent to the disclosure of personally identifiable information contained in their student's educational records, except to the extent that the act and its regulations authorize disclosure without consent;
- d) File with the U.S. Department of Education a complaint under the provisions of the Act concerning alleged failures by the district to comply with the requirements of the act; In accordance with state and federal privacy laws, students who attain the age of 18 may transfer certain rights related to their academic records.

No member of the MNVS staff is authorized to release student information without the written permission of the student's parent or legal guardian. Names, images, and/or class work of MNVS students will not be published in print, video/film, or on our public website without written student and guardian consent.

Special Education Services for Students

Students with disabilities identified as eligible for special education are provided the special instruction and services which are appropriate to their needs. MNVS IEP teams work actively together to ensure that students participating in special education receive a free appropriate public education in their least restrictive environment. The team for an individual student will include: 1) the parent (and/or student if over 18), 2) the student's classroom teacher, 3) appropriate special education staff and support personnel, 4) a school administrator or designee. The team may also include professionals from the community who provide services to the student (e.g. therapists, physicians, county case managers) and/or other school staff (school counselor, Student Support Specialist).

MNVS serves students with Individualized Educational Plans (IEP) and Section 504 Accommodation Plans. Students may be referred to the child study team by parents, classroom teachers, special education staff, outside agency personnel already serving the student, or by the (adult) student. If you suspect that your child has a disability, please contact the MNVS principal or your school counselor to request assistance. If you have questions about special education services at MNVS, please contact the special education coordinator.

Procedural Safeguards

The parent or guardian shall be notified in writing of any district decision concerning the identification, evaluation, and placement of a student.

Parents or guardians who disagree with the identification, evaluation or placement of a student with disabilities shall have the right to request a due-process hearing with administration for further review.. The request shall state the reasons the hearing is being requested and be sent to the SPED or 504 coordinator.

If a due-process hearing is to be held under the Individuals with Disabilities Education Act (IDEA) concerning issues relevant to the Section 504 proceeding, a hearing officer qualified to conduct IDEA proceedings may consider Section 504 issues at the impartial hearing. The issues under IDEA and Section 504 shall be separately addressed in the hearing decision.

The school district, parent or guardian may seek review of the decision of the Section 504 hearing officer by the Commissioner of Education, or the State Review Officer, as appropriate, and by a federal court of competent jurisdiction.

Procedures to Follow at the Hearing

A Section 504 due-process hearing may be called at the request of the school district or a parent or guardian.

Special Education Records

When a student reaches graduation or age 21, a request to have special education records destroyed can be made. This request can be made by the graduated student (age 18 or older), the non-graduated student, age 21 or older or by a person assigned as guardian to the student.

To request that special education records be destroyed, please write to:

Special Education Director
Minnesota Virtual High School
Minnesota Transitions Charter Schools
2872 – 26th Avenue South
Minneapolis, MN 55406

Nondiscrimination Policy

Minnesota Virtual High School shall not discriminate or deny entrance to any program, or activity on the basis of sex, race, color, handicapping condition, or national origin.

Communication Reminders

- 1.) When in doubt, contact us. Students may chat with teachers using the MNVS chat system or send an email to MNVS teaching staff. All MNVS staff is also available by telephone.
- 2.) MNVS follows the regular school year calendar of Minnesota Transitions Charter Schools. You can find this calendar at the [MNVS Website](#). MNVS courses are accessible by students online 24 hours per day, 7 days a week during the school year.
- 3.) If you would like electronic updates of your child's progress, access the [MNVS Classroom](#) online gradebook. Parents and guardians should discuss regularly the goals and progress of each student. 60% (D-) overall course grade is required to pass courses.
- 4.) If your student will be absent for any reason, parents or guardians are required to notify the school via email at MVHSattendance@emailmtcs.org. Please refer to the MNVS Attendance Policy.

STUDENT RESPONSIBILITIES

Attendance Policy

I. PURPOSE

The purpose of this policy is to define student attendance and to provide structure for the procedures regarding student attendance, truancy, and enrollment. Because of the nature of being an online school, the definition of student attendance is not based on seat time in a physical location but rather on the student logging in to their online platform, working in their classes and making significant progress in their course on a daily basis. This policy also recognizes that student attendance and course completion are a joint responsibility to be shared by the students and their parents or guardians. In accordance with Minnesota state laws concerning student attendance, the policy includes the school's truancy intervention processes.

II. GENERAL STATEMENT OF POLICY

Attendance, defined in Section III as work completion, is required of all students enrolled in the charter school. In accordance with MN state laws (noted at end of document) students who are not in attendance for 15 consecutive school days will be dropped from school enrollment. How attendance is tracked, how the school intervenes when absences are excessive, and to which other agencies the school must report depends upon the age of the particular student in question. See Section IV for these procedures.

The charter school recognizes that the responsibility for student attendance belongs to the students and their parents/guardians in a partnership for overall communication and learning. The different responsibilities are as follows:

- 1.) Students' Responsibilities
 - a. Students must demonstrate daily progress in each course for every school day on the school calendar.
 - b. Students communicate questions, computer problems, and school struggles with the student support specialist or school counselor.
 - c. Students attend all required in-person testing days in required locations. Testing dates and locations are determined by the school and will be made available to students and parents prior to the testing window.
- 2.) Parents/Guardians' Responsibilities
 - a. Parents/guardians ensure that the student is making adequate daily progress.
 - b. Parents/guardians provide the student with access to the necessary tools for student success.
 - c. Parents/guardians inform the school in the event of an excusable student absence.
 - d. Parents/guardians work cooperatively with the school and the student to solve any attendance problems that may arise and take an active role in supporting the student in course completion.
- 3.) The Charter School's Responsibilities
 - a. The charter school will monitor attendance, maintain accurate attendance records, and apply attendance policies uniformly.
 - b. The charter school will provide reports to parents and students concerning progress and inform students and parents/guardians of any attendance issues.
 - c. The charter school will work cooperatively with students and their parents/guardians to resolve any attendance problems that may arise.

III. DEFINITIONS

Absence – The failure of a student to attend school virtually via one of the charter school's course delivery systems and/or the failure to complete coursework. Whether an absence is excused or unexcused (as defined below), students are required to make up all work and continue toward successful completion of coursework in order to receive credit in accordance with the policy which governs the granting of credits. Students can avoid having absences (whether excused or unexcused) tracked by logging in daily and by making progress in their assigned coursework. When students anticipate future excused absences, they should work ahead in the weeks prior to the future excused absence in order to stay on track. When students encounter an unforeseen absence, they will need to make up that work time within three school days of each absence, following an excused or unexcused absence.

Attendance – Attendance is not based on a student's physical attendance in any one location at any given time, with the exception of required in-person testing. Attendance at MN Virtual High School is based on logging in daily and making progress in their courses.

- **HIGH SCHOOL STUDENTS (grades 9-12):** To be in attendance students must make progress by

completing or submitting AT LEAST ONE assignment/quiz/test (something that is graded) for at least one course EACH SCHOOL DAY.

- **MIDDLE SCHOOL STUDENTS (grades 6-8):** To be in attendance students must make progress by completing or submitting AT LEAST TWO assignments/quizzes/tests (things that are graded) EACH SCHOOL DAY.
- **MIDDLE SCHOOL STUDENTS (grades 6-8)** are required to virtually attend the weekly direct instruction with their core area teachers. There will be specific days and times for each course.
- **ALL STUDENTS:**
 - Meeting minimum attendance requirements, however, does not mean a student is making adequate progress. Only submitting one assignment every day is not a sufficient amount of work to pass courses by the end of the term.
 - STUDENTS SHOULD REGULARLY BE COMPLETING ABOUT 3-5 ASSIGNMENTS/QUIZZES/TESTS (ITEMS THAT ARE GRADED) IN THE SUM TOTAL OF THEIR CLASSES EACH SCHOOL DAY. We highly recommend using the course schedules provided and actively WORKING FOR 6 HOURS EVERY SCHOOL DAY to support adequate progress.
 - All assignments are submitted through Moodle, the classroom platform.
 - Blank or incomplete assignments are not counted towards attendance.
 - Reading course material or touching base with a teacher or case manager is not sufficient for attendance.
 - The expectation is that if a student can only complete the minimum of one assignment on a given day, they will be doing more work over the course of the rest of the week to maintain adequate progress.
 - Regarding students who experience anxiety: they must still meet minimum attendance requirements every day. Teachers, support specialists, school counselors, and the school social worker are all available during the regular school day to help a student. The first step is communication. Staff members can give guidance to calming strategies and help make a plan of action for that day.

Excused absence – An acceptable absence as determined by the school. The burden of proof for a student being excused from school is placed on the parent/guardian of the student. Determination of the excused nature of the absence is left to principal discretion. *Please note:* students may access and attend school virtually from their home 24 hours a day seven days a week. Excused absences should be few, far between, and due to extreme circumstances. The very nature of an online school allows students to maintain attendance while circumstances would ordinarily prevent them from attending school. ***Students who maintain their adequate work completion percentages on a weekly basis will not be required to provide documentation except in the case of a pre-approved absence (family vacation, etc.).***

The following reasons are examples which are recognized by the school as legitimate:

- a) Parent/doctor verified illness: an absence verified by a parent/guardian or doctor, in writing within **three days of the absence**. The excuse must specify the health condition and why it prevents attendance at the online school. Should the illness prevent them from attending school virtually from their home, a doctor's note is required to verify the severity of the illness and the length of time anticipated that student would not be able to work online.
- b) Family emergencies: an absence resulting from a serious illness, injury or death of an immediate family member.
- c) School directed activities: absences for field trips, athletic trips, music trips or other school activities planned by the school.
- d) Prearranged family vacations: an exceptional circumstance which requires families to take a vacation during the school year. A pre-approved absence must be submitted by email from the legal guardian/parent to the school administration **14 days in advance** and be approved by the school prior the absence in order for the absence to be excused. Work should be completed *in advance* of the absence in preparation for the absence.
- e) Suspension: as defined by the charter school board of directors.
- f) Court appearances: an absence by a student who has been court ordered to appear and the absence has

been previously arranged by the parent/guardian with the school. Proof of court order and of actual appearance is required to verify this type of absence.

- g) **Computer problems:** an absence by a student whose computer access is not working. This problem must be resolved within 24 hours. **A maximum of 1 day can be excused for this reason; please refer to the student contract signed at enrollment concerning alternate forms of computer access for students.**
- h) **Exceptional circumstances:** any other circumstances where permission may be granted at the discretion of the school principal, which is coordinated by the student with the principal, in advance or as the occasion arises. Example would be childbirth, hospitalization, detention center, etc.

Note: In almost all cases, online work and adequate progress toward course completion is expected.

Unexcused absence - An absence for reasons that are not recognized by the school authorities as legitimate. Unexcused absences are tracked for truancy and enrollment purposes. After any unexcused absence occurs, students are expected to return to successful completion of coursework in order to avoid truancy consequences and/or losing their enrollment in the charter school. The following are examples of unacceptable reasons for absence:

- a) Car trouble
- b) Over slept; alarm did not work
- c) Shopping
- d) Required to perform duties at home (i.e. babysitting, cleaning, or caring for a relative) that interfere with student's ability to complete schoolwork
- e) Family vacation (not pre-approved); Visiting
- f) Work
- g) No email or call from the parent/guardian verifying the absence
- h) Computer issues of more than one 24 hour period
- i) Personal (no reason given)
- j) Truancy, as defined in this document
- k) Other absences as determined on a case by case basis
- l) Missing required state testing

Extended absences – An absence of more than five consecutive school days. Students who accrue more than **five** consecutive absences must provide documentation for the absences to be considered excused absences. Students who are unable to provide this documentation are subject to attendance and truancy policies. Students who accrue **ten** consecutive absences will be warned that they are jeopardizing their enrollment in the charter school. Students who accrue **fifteen** consecutive unexcused absences will be dropped from the enrollment of the charter school, and, thereafter, would need to complete the enrollment application in order to be admitted back into school. No credit is earned in the time the student is not enrolled.

A student absent for an extended period of time due to illness is eligible for a leave of absence. Parents should contact the principal to make these arrangements. If a student has suffered an extended long term illness and required work has not been completed, the student may request an extension by completing the extension request form seven days prior to the end of the term. The principal has the authority to grant or to deny the extension based on individual student circumstance. The online school's curriculum is available 24 hours a day/seven days a week from any computer.

Truancy – Truancy does not apply to students 18 years old or older. Students under the age of 18 are truant if they do not generate attendance every day of school, which is defined by students logging into their courses and making progress daily.

IV. PROCEDURES

- A. In order to make the online system work alongside traditional school attendance policies, a conversion from continuous daily progress over to days absent must occur. Attendance calculations are made each day for all students. This is done by tracking students daily logged time into their courses and determining the sum of successful work completion for all classes to determine the increase for each student.
1. Students are expected to spend an average of approximately 60 minutes per day, per class in order to meet the school's expectation for attendance and avoid truancy.
 2. Students are also expected to make adequate progress in their classes daily to stay on pace to complete their courses by the end of the term.
- B. Enrollment at MN schools requires attendance. By law, students who accrue 15 consecutive unexcused absences are dropped from the charter school enrollment. This policy applies **to all students** regardless of the age of the student. For students who are **18 years of age and older**, truancy does not apply; however, attendance is still monitored in order to comply with the Minnesota Statute concerning enrollment in the charter school.
1. When a student has accrued **five days of consecutive unexcused absences**, the charter school sends notification, via U.S. Mail, to the student and parents/guardians regarding the absences along with the warning that continued absence totally 15 consecutive schools days will result in loss of enrollment in the charter school.
 2. When a student has accrued **ten days of consecutive unexcused absences**, the charter school sends notification, via U.S. Mail, to the student and parents/guardians regarding the absences along with the warning that continued absence totally 15 consecutive schools days will result in their loss of enrollment in the charter school.
 3. When a student has accrued **15 days of consecutive unexcused absences**, the charter school drops the students from enrollment and sends notification, via U.S. Mail, to the student and parents/guardians of that fact.
- C. For students who are under **18 years of age**, enrollment laws as well as truancy laws apply. The charter school must comply with the truancy procedures of each individual county in which students reside. For truancy, absences are totaled; the absences do not need to be consecutive school days for truancy to be in effect. In addition, the school tracks consecutive absences in order to comply with the Minnesota statutes concerning enrollment.
1. When a student has accrued **three total days of unexcused absences**, the school sends the student and parents/guardians with a warning letter concerning the absences, compulsory education laws, and the fact that the student is considered a continuing truant.
 2. Depending on the policies and procedures of a student's county of residence, the student will be referred to the county for early intervention when appropriate for the specific county.
 3. When a student has accrued **seven cumulative days of unexcused absences**, the student is considered a habitual truant. The school notifies the student and parents/guardians that the school has filed a truancy offense report with the student's county of residence. The school cooperates with the county from this point forward, and a school official attends court should the need arise.
 4. When a student has accrued **ten days of consecutive unexcused absences**, the school sends notification via U.S. Mail to student/parent of student absences along with the warning that continued absence totally 15 consecutive schools days will result in the student's loss of enrollment in the charter school. In addition, the school will notify the student's county worker of the student's jeopardized enrollment.

5. When a student has accrued **fifteen days of consecutive unexcused absences**, the school is required by Minnesota statute to drop the student from enrollment and sends notification via U.S. Mail to student/parent of that fact. In addition, the school will notify the student's county of the student's change in enrollment status.

V. DISSEMINATION OF POLICY

Copies of this policy are available to all students and parents. Should the policy be changed in the middle of a school year, students and parents will be notified in a timely manner.

Student Conduct and Discipline

Student behavior should be based on the respect of others. Students who choose to violate the rules and policies set forth by MNVS will be subject to disciplinary action. The below list includes, but is not limited to, the areas of misconduct to be considered grounds for disciplinary action:

- 1.) Profanity
- 2.) Truancy
- 3.) Failure to complete course work
- 4.) Defiance of authority
- 5.) Violation of district and/or MNVS existing policies

Suspension

Disciplinary actions consist of suspension from the program and courses as determined by district and MNVS administration. Any inappropriate behavior in the instant help chat feature may result in suspension from instant help chat. Students will still be allowed to access their course(s).

State Mandated Testing

All students enrolled full-time in MNVS are required to participate in the Minnesota Comprehension Assessment series - state mandated graduation tests and annual achievement assessments; and the Career & College Readiness assessment series. Minnesota Testing facilities are located throughout Minnesota. Parents/students are responsible for the transportation to and from testing facilities annually, and when necessary for students required to participate in assessment retakes for the GRAD components of the assessments. Failure to participate in these tests will result in a delay of receiving a diploma, and unexcused absences.

Detailed schedules for the MCA testing window will be updated as they are made available by the MDE. Please note that specific locations and dates for all assessments are communicated via email to families. Parents and students are responsible for identifying and attending the appropriate location for MCA and Career & College Readiness assessments from the schedule provided by MNVS.

TESTING REQUIREMENTS

MCA:

- Grade 7: Mathematics & Reading
- Grade 8: Mathematics & Reading
- Grade 10: Reading
- Grade 11: Mathematics
- Grade 11: ACT with Writing

Graduating students may also take college and career preparatory exams (i.e. ACT, Accuplacer, ASVAB) as approved by MTS MNVS to meet graduation requirements pursuant to Minnesota State Statute 120B.30. Any questions regarding GRAD retakes or preparatory exams including eligibility and scheduling should be directed to the MNVS school administration.

Further assessment information can be found on the [Minnesota Department of Education website](#).

SUPPLEMENTAL (PART-TIME) ONLINE LEARNING ENROLLMENTS

Students enrolled full-time in a local school district may elect to enroll in online courses equal to a maximum of 50% of their enrollments through an approved online learning provider. School districts and charter schools may not prohibit a student from applying to enroll part-time in online learning. In order to apply, students under 18 must have the written consent of his/her parent or guardian and submit a completed Online Learning Supplemental Notice of Student Registration form accompanied by the MNVS part-time enrollment packet.

Part-time Enrollment Attendance

Successful students in the supplemental online learning program at Minnesota Virtual High School spend a minimum of one hour each school day online working on each of their courses, making at minimum 1% progress in each course each school day. Although flexibility exists in the online program, students are expected to make adequate progress each week in order to ensure successful completion and full-credit earning. Failure to participate in this course weekly may jeopardize your enrollment in this course.

Progress Reporting

The Supplemental Program coordinator will submit progress reports to the local school contact person upon completion of the student's academic term. The student and family may access regular progress reports in the online learning platform through the student gradebook anytime.

Final Grades and Submissions

Semester and final grades are submitted to the school counselor within 10 days of the end of the term. Successfully completed MNVS courses carry 1.5 semester credits; credit conversions and graduation requirements do differ between school districts. Contact your school counselor for your local district's graduation requirements and credit conversion.

ACADEMIC GUIDELINES

Progress Monitoring

Students and parents may check student progress by logging into the MNVS Classroom and viewing the student gradebook. The Grades link is on the home page for each course in which the student is enrolled. Questions about student progress should be directed to the teacher of a specific course.

Listed information includes: Student Name, Course Name, Course Grade, Assignment Grade, and Percentage Complete.

Course Grade: The course grade accounts for the quantity and quality of work that the student has completed thus far in the course. *The Course Grade is the grade that determines the student's final grade at the end of the grading period.*

Assignment Grade: The assignment grade is the quality of the assignments that have been submitted and graded.

Percent Complete: The percent complete is the percentage of the assignments completed in the course thus far.

To access detailed information for each course click on the “Grades” link; this will expand the screen to the user view and show all graded and upcoming assessments. Click on an individual assignment to view details and teacher feedback.

Grade Calculation Guide

Grade Percentage (range)	Grade
93-100%	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+
73-76.9%	C
70-72.9%	C-
67-69.9%	D+
63-66.9%	D
60-62.9%	D-
0-59.9%	F

Reset Procedure

The following is the recommended procedure for allowing assessment resets.

Homework Assignments and Course Assessments

Homework assignments, essays, unit quizzes, midterm exams, and final exams may be reset upon student discussion with the course teacher when course assignments and previous course assessments (quizzes) are at a passing level. This includes essay assignments and unit tests in accordance with the plagiarism policy (if applicable).

Academic Integrity

MNVS expects a full commitment to academic integrity from each of our students. By enrolling in MNVS your commitment to academic integrity as a student at MNVS will be recorded. Should your teacher suspect that cheating or plagiarism has taken place, you may be required to verify your work which can include additional demonstration of mastery such as additional course work, verbal demonstration of comprehension, and proctored exams in school at the MNVS offices.

- a) Your work on each assignment will be completely your own.
- b) Your collaboration with another classmate on any assignment will be pre-approved by your instructor.
- c) You will not practice cheating or plagiarism in any form.
- d) You will not allow others to copy your work.
- e) You will not misuse content from the Internet.

Plagiarism

What is it and why does it matter?

Plagiarism is using other people’s words, phrases, or ideas without giving them credit. Even if you put someone else’s ideas into your own words, you must still give them credit. Plagiarism can also take the form of copying the organization and/or sentence structure of another source. Plagiarism is intellectual theft and is unethical. Many colleges and universities expel students who have been found guilty of plagiarizing.

When do I need to document sources used in an assignment?

Here are general guidelines that will help you determine if you need to document any sources used in an assignment. If you have any questions about whether you should document a source, ask your teacher before you turn in the assignment.

You need to document your sources in the following situations:

- When you use or refer to someone else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web site, computer program, or any other format.
- When you copy the exact words from a source.
- When you paraphrase or summarize someone else's words or ideas.
- When you copy or reprint any diagrams, charts, illustrations, or pictures.

You do NOT need to document sources in these situations:

- When you write from your own experiences, observations, or insights.
- When you write about your own conclusions about a subject or event.
- When you are using "common knowledge" that can be found in several sources. An example of common knowledge is: "George Washington was the first president of the United States." This is a fact that is found in several sources.

How do I document sources in my assignment?

If you have any questions about documenting sources in an assignment, ask your teacher before you turn in the assignment. Also, here are links to information about MLA documentation style, which is the format that many MNVS teachers prefer:

<http://owl.english.purdue.edu/owl/resource/747/01/>

<http://www.wisc.edu/writing/Handbook/DocMLA.html>

http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/mla.html

Consequences for Plagiarizing at Minnesota Virtual High School

If a student plagiarizes an assignment in whole or in part, (s)he may retake the assignment for 50% credit. Notation of the plagiarism will be documented in the student's MNVS permanent record. If the student should plagiarize another assignment in any subsequent class or subsequent term, (s)he may receive a zero for the assignment with no chance of retaking it. An additional offense may result in a failing grade for the course. The school district will be notified regarding each occurrence of plagiarism and appropriate disciplinary action will be taken. ***When in doubt, ask your teacher!***

TECHNOLOGY AWARENESS

Along with global access comes availability of materials that may not be considered appropriate in the classroom. However, on a global network it is impossible to control all the materials. Ultimately, **staff and students** are responsible for compliance with the established standards when using media and informational resources.

MTS MNVS Internet Use Policy

Staff and Students are responsible for good behavior on school computer networks just as they are in a classroom. Communications on the network are often public in nature. General school rules for behavior and communications apply. Internet access is *required* for all MNVS students. MNVS assumes no responsibility for any phone charges, line costs or usage fees for connectivity to the Internet.

Access is provided for **staff and students** to communicate and conduct research with others in relation to school activities in compliance with 1998, SB230, an Act relating to technology use, KAR 701.5:120 and the Children’s Internet Protection Act (CIPA) signed into law on December 21, 2000. Access to network services is given to staff and students who agree to act in a considerate and responsible manner. Access is a privilege, not a right. Therefore, based upon the acceptable use guidelines outlined in this document, the directors will deem what are appropriate: email uses, internet resources, and use of school/district resources. Their decisions are final. The director will instruct the systems engineer to deny, revoke, or suspend specific student user accounts, and reconfigure proxy-server and filtering settings. Further disciplinary actions will fall within the discretion of the directors.

The user is expected to abide by the following network and communication rules:

- Do not use the network in such a way that would disrupt the use of the network by other users.
- Do not exchange passwords or access other’s network accounts. The user is responsible for the security of his/her own password.
- Do not attempt unauthorized access, including so-called “Hacking” and other unlawful activities onto network or computer system configurations or bypass security programs to change settings or access. Violations of this rule will be considered vandalism.
- “Cyber Bullying” will not be tolerated.
- Do not use for commercial activities by for-profit organizations, product promotions, political lobbying, or illegal activities.
- Do not use public property for personal gain (this is considered a felony and is subject to prosecution).
- Do not violate copyright policies on software sharing or authorship of electronic information
- Do not access, download, transmit, send or attach documents containing inappropriate matter on the internet and World Wide Web harmful to minors (pornographic, obscene, or sexually explicit, threatening, harassing materials).
- Do not access, copy or transmit another’s messages without permission.
- *The school is not responsible for loss or damage to a file due to unauthorized access or usage.*

Violation of any of the rules and responsibilities will result in a loss of access and may result in other disciplinary or legal actions.

Security Information

All the data you provide to us is protected to ensure both the privacy and security of your data. MNVS uses state-of-the art technology to keep your personal information as secure as possible to ensure that no one will be able to tamper with, intercept, or access your data. Remember to keep your account information private and secure.

Netiquette

Netiquette is etiquette, or appropriate behavior and manners on the internet. When using the Internet, there are widely accepted rules and behaviors to follow. At times being online can feel “pretend” because you cannot see the person you are communicating with. It is important to make a positive impression, and to maintain that behavior as an online student.

How you interact and behave online is seen by both instructors and students. Students must remember they are dealing with “real” people online and they should use the same manners they would use in a traditional school setting. It also important to note that once students log in to their school accounts, all communication via chat and email are recorded.

Below are some general netiquette guidelines to follow:

- **Remember the person on the other end of the computer.**

Students are responsible for good behavior while logged into the MNVS online learning platform, just as they are in a traditional school building. Always use a computer in a way that shows consideration and respect. It is illegal to use obscene, profane, threatening, or disrespectful language.

Do not threaten or disrespect an instructor or administrator. These actions not only violate the MNVS's policy, but may violate penal laws in the United States. (f.s. 847.001 Obscene Literature; Profanity).

- **Think before you send or submit.**

It is illegal to create harmful computer viruses. This violates the privacy of others. Never transmit or publish any information or content that you think will be harmful. This violates school policy and also violates penal laws in the United States. (f.s. 815 Computer-Related Crimes). Never publish any information, software, or content that violates the rights of others.

- **Be respectful.**

Never view files that were not intended for your use.

Post discussion board threads that are a reflection of your understanding of the topic at hand in a respectful and intellectual manner.

Write in complete sentences with proper grammar. Remember that writing in all CAPS reflects a yelling tone and is both disrespectful and inappropriate in online communication. Instead, use *italics* when you are making a particularly important point.

- **The internet is not private.**

While MNVS works to ensure data privacy, email must not always be considered private. Never say anything via email that you wouldn't mind seeing on the school bulletin board or in the local newspaper.

The information that you put on the internet, whether in school or outside of school (e.g. social networking), exists forever.

- **Many websites and pages are copyrighted.**

Do not violate the terms and conditions of any web site you access.

Always cite the works of others that you use in discussions, conversations, and the course work you submit.

- **Do not** give out personal information to non-MNVS staff. For example, you should not share the following outside of school: Your full name, home phone number, home address, email

TECHNICAL REQUIREMENTS

The Minnesota Virtual High School online Classroom provides a rich, interactive experience for students. It is recommended that before you get started you should have the minimum hardware and software requirements.

1. High-speed Internet connection (DSL or Cable recommended); 128Kbps per simultaneous workstation
2. Operating System
 - a. Windows XP Home or Professional (SP3) or newer **or** Mac OS 10.6 X and greater
 - b. Chrome OS
 - c. 1 GHz processor or faster
3. 1 GB RAM
4. 1024 X 768 resolution (1280x1024 recommended)
5. 16-bit audio adapter and speakers or headphones
6. Internet Browsers:
 - a. Internet Explorer 8.0 or greater **or**
 - b. Safari 5.0.x (Mac OS 10.6.X only); Safari 5.1.x (MAC OS 10.6.X, 10.7.X only); Safari 6.x **or**
 - c. Firefox 19 and above **or**
 - d. Google Chrome 25 and above
7. Required Plug-ins:

- a. Internet Explorer web browsers must have ActiveX controls and JavaScript enabled
 - b. Popup blockers must be disabled or configured property in order to run courseware successfully
 - c. Enable cookies in order to run courseware properly
 - d. Adobe Flash Player 13.1 or higher
 - e. Adobe Shockwave Player version 12.1 or higher
 - f. Adobe Acrobat Reader 7.0 or higher
 - g. Sun Java
8. Possible Required System Modifications:
- a. Disabling of security firewall
 - b. Creating pass-through to *.mnvirtualhsclassroom.org for all filter and proxy servers
 - i. Port 80: Standard HTTP port for web page access
 - ii. Port 443: Must be open for HTTPS for an SSL connection (Secure Sockets Layer)
 - c. Disabling of pop-up blockers or adding the above domain to the allow list
9. Compatible Software
- a. Software Suite – offline lessons will utilize the following file types: .doc, .xls, and .ppt
 - i. Several software suites are available for Windows, Macintosh OS, and ChromeBooks, including:
 1. iWord (Macintosh)
 2. Microsoft Office (Windows or Macintosh)
 3. Open Office (Windows or Macintosh)
 4. Google Docs (ChromeBooks)
 - b. Video files will be available in the following formats: .mov, .mpg, .mpeg
 - c. Mobile ready courses require an iPad 2 or greater, running iOS 6.0+

Note: The MNVS online classroom does not utilize local hard-disk storage, so you are free to access the system on any number of different computers including school or home.

*Please be aware that you may require the services of a network administrator who can configure firewall rules, install software, and address other technical issues. As enhancements to the platform are incorporated, updated technical requirements will be made available to all MNVS participants.

Click here to access the [System Requirements Checker](#).

Enrollment Information for LAP/ELL students

Entrance Criteria

Incoming students who have a home language other than English are given the WAPT English proficiency placement test to determine eligibility for entrance into EL services. If a student enters with an ACCESS score from another district, this score is used instead to determine eligibility. The chart below details the criteria for entrance into EL services based on these scores. If the results of this placement test assign an English proficiency level that meets the entrance criteria, that level will be used to recommend students to a school with an EL program and determine the appropriate level of service. School staff will also evaluate data such as evidence of past participation in EL programs, MCA/MAP assessment data, and Classroom performance to determine level of service.

Grade Level	Entrance Criteria
Kindergarten and Grade 1	W-APT or ACCESS Composite score <i>below 5.9</i>
Grades 2-12	W-APT or ACCESS Composite score <i>below 5.9</i>

<https://i.imgur.com/BjvMBW8.jpg>