



Cyber Village

A C A D E M Y



Inspiring, challenging and preparing
students on campus and online

We are Cyber Cats!



cognia™



Student/Parent Handbook

2021-2022



Phone: 651-523-7170 Fax: 651-523-7113

www.cybervillageacademy.org



Cyber Village Academy prepares students to meet the challenges of a rapidly changing world with confidence by helping them to become inquiring, knowledgeable, caring and active citizens who value academic rigor, integrity, self-reliance and compassion

Cyber Village Academy admits students of any race, color, creed, national or ethnic origin, sex or disability to all rights, privileges, programs and activities available to students at the school. Cyber Village Academy does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, gender expression, sexual orientation or disability in administration of its educational policies, admissions policies and other school administered programs.

Welcome!

Hello CVA Families,

We are entering our 24th year at CVA! CVA continues to grow and thrive thanks to you! Whether you are new to Cyber Village Academy or returning, in the Fusion Program or PASCAL, we are very pleased that you have chosen to join the CVA community for the upcoming school year. CVA has a strong history of academic and social success, and we're confident that the coming year will continue that tradition.

This handbook contains important information that all students and families need to know about how CVA works, contact information for staff members, helpful hints, and a wide range of policies and practices. Please use this handbook as a reference throughout the year.

Staff will review the handbook with students during the first week of school. We also highly recommend that parents/guardians and students review this handbook together and establish family expectations and plans for success.

We look forward to another excellent year at CVA and to working together with you to achieve great things!

Make it a great day!



Nicole Rasmussen, Director

nrasmussen@cybervillageacademy.org

651-523-7170 ext. 101

Cyber Village Academy is authorized by Innovative Quality Schools which is responsible for providing oversight of our school. For information about IQS, go to www.iqsmn.org. The website will also provide you with names, email addresses and phone numbers of our authorizer representatives.

Cyber Village is Cognia Accredited, formerly AdvancED. To learn more about this accreditation please see Cognia's website at www.cognia.org

When our school was founded, the name Cyber Village Academy was chosen deliberately to communicate the use of technology, the ability of that technology to connect students and teachers to a broader community, and high academic standards. CVA, technology and education have all grown and evolved since the school started in 1997, and we feel our name continues to capture many pieces of our identity and goals.

Cyber

- Technology used in meaningful ways to support and enhance learning
- Technology used to connect people to each other across barriers of time and space
- Technology used responsibly and effectively with an emphasis on quality rather than glitz
- Technology used to increase efficiency of all school operations

Village

- Where students, families and staff members feel connected to each other in positive and meaningful ways
- Where all parents, guardians, students, teachers and families of all sorts are welcomed equally
- Where the school community connects to the local neighborhood and supports worthy local causes
- Where meaningful projects connect the school to the broader world nationally and internationally

Academy

- Truly high academic standards for all students
- Students, families, teachers and staff dedicated to quality education
- A place that welcomes robust and meaningful discussions
- A true learning community where individuals of all ages are continually expanding their knowledge and skills

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Our Mission

Cyber Village Academy prepares students to meet the challenges of a rapidly changing world with confidence by helping them to become inquiring, knowledgeable, caring and active citizens who value academic rigor, integrity, self-reliance, and compassion.

Our Charter

Cyber Village Academy was originally chartered in 1997, and strives to accomplish the following objectives:

- To improve the academic achievement of students in kindergarten through 12 in mathematics, science, language arts and social studies
- To create a personalized, developmentally appropriate learning environment for students
- To create new opportunities for teachers to be empowered
- To promote teacher professional development and the continuous improvement of instruction

To meet these objectives, CVA applies several innovations, including:

- Extended access to education through technology
- Adoption of a curricular framework that promotes strong academics, high quality practices of teaching and learning, creativity, and community service
- Strong school to home communications and meaningful parent involvement in the learning process
- Strong teacher governance through a teacher-majority board and school leadership opportunities
- Small learning communities for students, teachers and parents

Core Practices

Restorative Practices: CVA staff is committed to incorporating Restorative Practices into our day to day culture. We use teaching circles, restorative circles and general circles to enrich the learning environment and help ensure that all voices and experiences can be shared in our community.

Culturally Relevant Teaching: CVA staff is committed to recognizing the cultural differences that students, families and staff bring to CVA. We look forward to working with individuals to bring their culture and experiences into our learning. We continue to rely on proven resources, like Learning for Justice and outside consultants to support us in our endeavors to serve all students.

Student Engagement leading to Empowerment: CVA strives to increase student engagement through the use of high interest and interactive learning. Meeting each student where they are at to help them develop individual skills focused on building active citizens who value academic rigor, integrity, self-reliance and compassion.

Our Authorizer

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Our Accreditation

Cyber Village is Cognia Accredited, formerly AdvancED. To learn more about this accreditation please see Cognia's website at www.cognia.org

Staff Directory

CVA Directory

Casey Belshan, Art, cbelshan@cybervillageacaemy.org, Ext. 226
Kyle Belshan, Math, kbelshan@cybervillageacademy.org, Ext. 302
Nicky Bohm, Student Behavior Specialist, nbohm@cybervillageacademy.org, Ext. 201
Dan Bowler, Science, dbowler@cybervillageacademy.org, Ext. 220
Vicky Carey, Student Services Coordinator, vcarey@cybervillageacademy.org, Ext. 100
Taylor Clements, Social Worker, tclements@cybervillageacademy.org, Ext. 283
Robyn Consoer, Lead Teacher, ADSIS & PASCAL Coordinator, rconsoer@cybervillageacademy.org, Ext. 207
Julie Davis, Special Education, jdavis@cybervillageacademy.org, Ext. 117
Esther DeLaCruz, Office Manager/Attendance, edelacruz@cybervillageacademy.org, Ext. 103
Emily Eggers, English Language Arts, eeggers@cybervillageacademy.org, Ext. 216
Gerry Fuller, Technology Coordinator, gfuller@cybervillageacademy.org, Ext. 204
Carol Gale, Social Studies, cgale@cybervillageacademy.org, Ext. 305
Kati Gosselin, Special Education Coordinator, kgosselin@cybervillageacademy.org, Ext. 203
Kanke Green , Academic Interventionist, kgreen@cybervillageacademy.org, Ext. 243
Jackie Griffin, Grade 4, jgriffin@cybervillageacademy.org, Ext. 118
Nicci Gustafson, Middle School Math, ngustafson@cybervillageacademy.org, Ext 217
Sara Joslin , Grades K-1, sjoslin@cybervillageacademy.org, Ext. 106
Christie Juneski, Special Education, cjuneski@cybervillageacademy.org, Ext. 127
Maggie Jungbluth, Special Education, mjungbluth@cybervillageacademy.org, Ext. 304
Elizabeth Knoll, Special Education Director, eknoll@cybervillageacademy.org, Ext. 212
Connor Lane, Music clane@cybervillageacademy.org, Ext. 110
Kasey Lynn, Special Education, klynn@cybervillageacademy.org, Ext. 233
Sue MacLachlan, Special Education, smachlachlan@cybervillageacademy.org, Ext. 137
Rebecca Main, Physical Education & Health, rmain@cybervillageacademy.org, Ext. 205
Anna-Claire Neu, Social Worker, aneu@cybervillageacademy.org, Ext. 293
Timothy Normandt, Science, tnormandt@cybervillageacademy.org, Ext. 306
Jonathan Oberg, Special Education, joberg@cybervillageacademy.org, Ext. 303
Melissa Onyango-Robshaw, Special Ed, monyango-robshaw@cybervillageacademy.org, Ext. 213
Peggy Palumbo, Behavior Interventionist, mpalumbo@cybervillageacademy.org, Ext. 211
Anna Peterson, Spanish agpeterson@cybervillageacademy.org, Ext. 202
Allison Pint, Grade 2-3, apint@cybervillageacademy.org, Ext. 107
Nicole Rasmussen, Director, nrasmussen@cybervillageacademy.org, Ext. 101
Nick Rice, Assistant Director, H.S. Coordinator, nrice@cybervillageacademy.org, Ext. 141
Joanna Weber, Special Education, jweber@cybervillageacademy.org, Ext. 223
Amanda Weissner, English Language Arts, aweissner@cybervillageacademy.org, Ext. 116
Alex Westad, Social Studies, awestad@cybervillageacademy.org, Ext. 214

Administration and Office Staff



Nicole Rasmussen
Director



Nick Rice
Assistant Director of
Teaching & Learning,
HS Coordinator



Elizabeth Knoll
Special Education
Director



Robyn Consoer
Lead Teacher



Vicky Carey
Student Services
Coordinator



Esther DeLaCruz
Office Manager,
Attendance



Gerry Fuller
Technology Coordinator



Nikki Bohm
Student Behavior Specialist



Peggy Palumbo
Behavior Interventionist



Kankemwa Kanke-Green
Academic Interventionist

Teachers



Casey Belshan
Art/Paraprofessional



Kyle Belshan
Math



Dan Bowler
Science



Taylor Clements
Social Worker



Julie Davis
Special Education



Emily Eggers
English Language Arts



Carol Gale
Social Studies



Kati Gosselin
Special Education



Jackie Griffin
Grade 4



Nicci Gustafson
Math



Sara Joslin
K/1 Teacher



Chrisite Juneski
Special Education

Teachers



Maggie Jungbluth
Special Education



Connor Lane
Music/Paraprofessional



Kasey Lynn
Special Education



SueAnn MacLachlan
Special Education



Rebecca Main
Health/Physical Educ.



Anna-Claire Neu
Social Worker



Timothy Normandt
Science



Jonathan Oberg
Special Education



Melissa Onyango-Robshaw
Special Education



Anna Peterson
Spanish



Allison Pint
2/3 Teacher

Teachers



Joanna Weber
Special Education



Amanda Weissner
English Language Arts



Alex Westad
Social Studies

Paraprofessionals



Melanie Cook-Brier
Paraprofessional



Stephanie Dehler
Paraprofessional



Emily Forti
Paraprofessional



Jennifer Hernandez
Paraprofessional



Kyle Guither
Paraprofessional



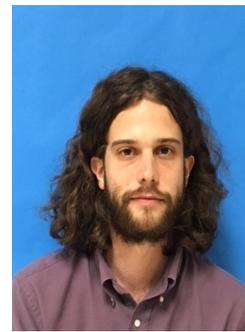
Jordan Gustafson
Paraprofessional



Jeni Mische
Paraprofessional



Tony Palumbo
Paraprofessional



Johnathan Shepard
Paraprofessional



Thomas Vargas
Paraprofessional

Cyber Village Academy's History!



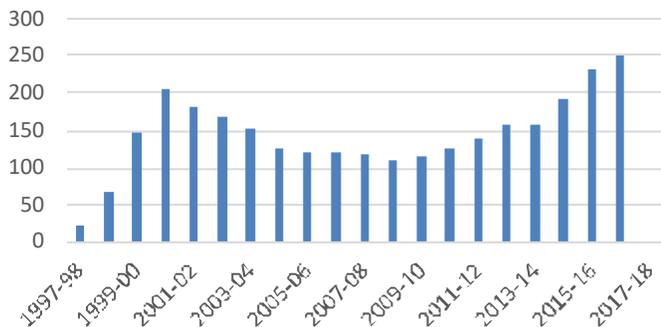
Our original mission from 1998: To provide children with a highly personal and continuous connection to learning. CVA addresses the needs of seriously ill children whether they are physically in school, homebound due to illness, or undergoing treatment in a hospital. Cyber Village Academy also addresses the needs of children who have been expelled from Minneapolis Public School as well as children who have arrived too late into the school district to adjust to the new curriculum.

Our current mission: cyber Village Academy prepares students to meet the challenges of a rapidly changing world with confidence by helping them to become inquiring, knowledgeable, caring and active citizens who value academic rigor, integrity, self-reliance, and compassion.



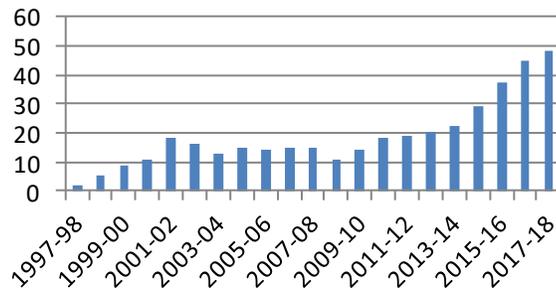
Science Fair Awards 2018-19

Student Enrollment
1998-2019

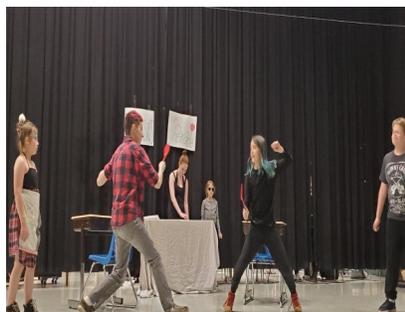


Enrollment has been consistent and we have found our ideal size with some opportunities for growth in elementary and online programs.

Staff members



For the last several years, our staff has grown proportionally faster than our student population to ensure small class sizes and individualized attention.



Spring Play



Day at the Zoo



Community Day

A Cyber Village Timeline

1997

- School approved by MDE as the state's first hybrid charter school.
- Bob Bilyk is named CVA's first director.

1998

- February 17, the school opens with 20 students in Grades 3-8
- School is located on University Ave. in Minneapolis

1999

- School moves to Energy Park Drive
- Opening enrollment is 140 students

2000

- Minneapolis campus opens

2002

- School consolidates back to one campus on Energy Park Drive

2007

- Bob Bilyk resigns and David Alley hired as interim director
- International Baccalaureate program begins

2010

- MDE approves the school to add high school grades
- School moves to current location on Hamline Avenue

2011

- High school opens with 7 students.

2012

- David Alley resigns and David Glick hired as director
- CVA named a "Reward School" by MDE
- School eliminates IB program to refocus on mission

2013

- School earns AdvancEd (Cognia) accreditation,

2014

- MDE approves expansion to add kindergarten-Grade 2

2015-16

- K-1 and Grades 2-3 multiage classrooms launch, completing the expansion to K-12

2017-18

- CVA celebrated its 20th year, recognizing the uniqueness of the program offering hybrid and online learning for students throughout Minnesota
- David Glick resigns and Nicole Rasmussen hired as director.

2018-2019

- CVA adopts 3 Core Practices: Restorative Practices, Culturally Relevant Teaching and Engagement leading to Empowerment



2021-22 School Calendar

August

- 24.....School Board Meeting 4:30 pm
- 25..... Orientation 5pm
- 31..... Orientation 5pm

September

- 1.....Meet & Greet 4:30—6:00 pm
- 7..... First Day of School
- 15.....Extra-curricular Fair
- 17.....Fall Carnival 4—6 pm
- 20.....MAP Testing Starts
- 22.....Parent Series #1 (CVA & PACER)
- 24.....Early Release:Staff Development 2pm
- 28.....School Board Meeting 4:30 pm

October

- 6.....Open House 6:00 pm (TBD)
- 19 Online School: Parent/Teacher Conferences
12:00—8:00pm
- 20.....Online School: Parent/Teacher Conferences
9:00 am—4:00pm
- 21-22.....NO SCHOOL: Fall Break
- 26..... School Board Meeting 4:30 pm

November

- 3..... Parent Series #2 (Restorative Practices)
- 11.....End of Quarter 1
- 12.....No School—Teacher Workday
- 23-24.....Online school days
- 25-26.....NO SCHOOL: Thanksgiving Break
- 30.....School Board Meeting 4:30pm

December

- 10.....Late Start (10am) Staff Development
- 14.....School Board Meeting 4:30pm
- 15.....Science Fair
- 17.....Chili Potluck/Ice Skating Party 9am-1pm
- 20-31..... .NO SCHOOL: Winter Break

January

- 3.....School resumes
- 5.....Open House 6:00 pm
- 17.....NO SCHOOL: MLK Day
- 18.....Winter MAP Test (K-4)

- 21.....Late Start (10am) Staff Development
- 25.....School Board Meeting 4:30pm
- 27.....Qtr. 2/Semester 1 End
- 28.....NO SCHOOL/Teacher Workday
- 31.....Qtr. 3/Sem. 2 Start

February

- 2.....Parent Series #3 (Equity)
- 9.....Sledding Day (K-4)
- 18Afton Alps Ski Day (Gr. 4-8th) 9:00 am-3:00 pm
- 21NO SCHOOL: President's Day
- 22.....School Board Meeting 4:30 pm
- 23.....History Day
- 24.....Parent/Teacher Conferences 12:00—8:00pm
- 25.....Parent/Teacher Conferences 9:00 am—4:00pm

March

- 1.....Enrollment Lottery
- 18.....Late Start (10 am)/ Staff Development
- 15.....Spring Plant Fundraiser Start
- 29.....School Board Meeting 4:30 pm
- 31.....End of Qtr. 3

April

- 1.....NO SCHOOL: Teacher Work Day
- 4-8.NO SCHOOL: Spring Break
- 11School Resumes/Qtr. 4 Starts
- 18.....Start Spring MCA testing
- 20.....Parent Series #4 (Mental Health)
- 21.....Spring Play (6pm)
- 26School Board Meeting 4:30 pm

May

- 9Start of NWEA MAP testing
- 12.....Plant Sale Pick-up Noon—4pm (Tentative)
- 20.....NO SCHOOL: Staff Retreat
- 30.....NO SCHOOL: Memorial Day
- 31.....School Board Meeting 4:30 pm

June

- 7.....Popsicle Picnic (K-4)
- 7.....Family Picnic 4:00 pm
- 8.....Whole School Field Trip/Last Day of School
- 9Teacher Workday
- 9.....HS Graduation 6:00 pm
- 28.....School Board Meeting 4:30 pm (if necessary)

Please check your weekly e-newsletter or our website for calendar updates!

Advisory

Each student, Fusion and PASCAL, is assigned an advisory class and advisor. Students meet with their advisory group daily on on-campus days. Advisory time will be used for developing individualized goals, Social Emotional Learning, monthly themes, discussions and projects based on the Cyber, Village and Academy foci, and also for enrichment or extra support activities. High school students also work on job skills and post-high-school preparation. In addition to working with the students on various projects, the advisor serves as a contact person for parents, monitor the student's progress and recommend additional support when needed. The advisor also manages the community service projects with the students.

For middle school and high school students, Advisory is a class, and earns a half credit per year, graded on a pass/fail basis. Advisors will discuss the grade-level-specific requirements for this class with their advisory groups.

After-School Program

Our fee-based after-school program is open to all CVA students on on-campus days. Our general after-school care program is designed to provide students quiet work or relaxation time while waiting for parent/guardian transportation. Students can sign up for an entire quarter or pay on a daily basis. Cost is \$400/semester or \$10/day. The after school program is available from 3:30-5:30 pm following on-campus school days.

3:30-3:45 Snack/student choice time/bathroom

3:45-4:30 Quiet independent academic time

4:30-5:00 Indoor choice time/bathroom/snack

5:00-5:30 Outdoor choice time (weather permitting)

Attendance

Participation in classroom and online activities is a crucial part of a good education. Our unique schedule requires a unique approach to attendance. For on-campus days, attendance is done traditionally, based on physical presence in the classroom, or "seat time." **Please notify the office by phone (651-523-7170) or email (info@cybervillageacademy.org) before 9:00am if your child will be late or will miss school.**

Whenever possible, parents should send a note to the school prior to the absence. If that is not possible, parents are required to send a note to school with the student when they return including the date, student's name, reason for absence and signature of the parent/guardian.

If a student misses school for more than three consecutive on-campus days due to illness or other medical reason, they must provide a note from a doctor indicating the illness, date(s) of illness and reason for extended absences. Three consecutive absences can be a Monday, Tuesday, and Wednesday, or it could be a Wednesday and the following Monday and Tuesday. If a student needs to be excused from on-line days that should be included in note.

For excused absences on both on-campus and online days, a student has one day to make up work for each day of excused absence. Students are generally not exempted from work missed during excused or unexcused absences.

Online Days Attendance

For online days, academic presence rather than physical presence is required. That means students must show significant progress towards learning or work completion to be marked "present" in each class. There must be evidence of engagement and progress; it is not enough to just log in. This approach is intended to support

learning and to help motivate students to complete their work.

Significant progress can be demonstrated by:

- Completing and submitting all assignments from all classes by their due dates
- Providing evidence of progress on long-term assignments
- Meaningful participation in online discussions or other online activities
- Demonstrating expected learning through a quiz, test or other assessment
- Student communication with teacher on progress and plan for completion prior to deadline
- Other method defined by the teacher

Attendance records for online days are finalized by the following Thursday. **If a student is unable to complete work on online days due to significant illness or other reason allowing for an excused absence, parents/guardians should notify the office just as they would for an on-campus day.**

If a student attends on site Study Center for three hours or more (not including Lunch and recess), they are considered to be present for that day.

ABSENCE FROM SCHOOL FOR RELIGIOUS OBSERVANCE

A student may be excused from school for religious observance. Parents/Guardians should follow normal protocol for excusing a student from school. Students will have two (2) school days to make up work for each excused absence for religious observance.

Tardiness

Tardiness hinders your student's development and disrupts the rest of the class. When students arrive late to school, parents are required to send a note with their student, including the student's name, reason for tardiness and signature of the parent/guardian. Arrivals later than five minutes past school start time are marked as tardy, and three tardies count as a half-day of absence.

Tardiness during the school day is equally or more disruptive and nearly always the result of excessive socializing or excessive use of electronics during passing periods. Such tardiness is unexcused, and three tardies count as a half-day of unexcused absence.

Excused/Unexcused

Absences and tardiness are categorized as either excused or unexcused for on-campus and online days.

Families should make efforts to schedule vacations during the appropriate times in the school calendar. Students should get assignments ahead of time and keep up on their work while away.

Examples of excused absences include:

- Illness
- Family emergency
- Bereavement and funerals
- Family vacations*
- Religious observances

Examples of unexcused absences include:

- Computer problems
- Absences that are not called in by parent/guardian
- Working/babysitting

Truancy

Repeated attendance problems either with on-campus or online days can lead to truancy. Minnesota statute defines “continuing truant” as a student who is absent from school *within a single school year* without valid excuse for three days (elementary school) or three class periods on three separate days (middle school and high school; grades 5-12). (MS 260A.02) Upon a student’s initial classification as a continuing truant, the school will send a letter home. The minimum contents of the letter are described in statute (MS 260A.03). If the situation does not improve following the letter home, the next step is generally to file truancy with the student’s county of residence.

Staying in school

Once at school, students are expected to stay the entire day unless a parent/guardian gives permission and signs out the student. Students who leave school without the parent/guardian permission and without properly checking out in the office will earn an unexcused absence for any periods missed. Parents will be notified.

Board of Directors

The CVA board of directors is composed of parents, teachers, at least one community member (non-parent). The board meets monthly, usually on the last Tuesday of the month, from 4:30-6:30, except for June and July. Meetings are open to the public and minutes are posted on the CVA website.

The board is responsible for setting policies, goals and the general direction of the school. The board delegates day-to-day operations of the school, including financial, academic and personnel matters, to the Director.

The 2021-2022 CVA Board Members are:

Open Seat, Director (teacher)

Robyn Consoer, Director (teacher)

Michael Fritsche, Director, (parent)

Cherie Neima, Director (community member)

Rachel Rich, Director (parent)

Taylor Clements, Director, (teacher)

Emily Eggers, Director, Secretary (teacher)

Phyllis Kapetanakis, Director (parent)

Allison Pint, Director, (teacher)

Buses: Any questions, call extension 103 or email info@cybervillageacademy.org

Cyber Village Academy provides school bus service to all students K-12 who live within the St. Paul boundaries and farther than two miles walking distance from the school. Families select the busing option as part of their registration materials in the fall. CVA uses community stops throughout the city of St. Paul. Students from outside St. Paul may choose to get their own transportation to one of CVA’s community stops and then take the school bus from there.

We strive to keep routes under 60 minutes, allowing students to arrive at school by 8:25 am and be home in the afternoon by 5:00 pm. School pick-up will be at **4:30pm**, with after school options available to bus riders.

The buses are considered an extension of the CVA campus. HAP Transportation provides bussing for CVA, their policies along with CVA school policies and rules will be enforced. The bus driver will report significant behavior issues to the school and HAP transportation.

All students receive bus safety training in the fall and periodically throughout the year.

COVID Procedures: We will follow guidelines as provided by HAP Transportation, MDE and MDH.

Contact Information

The office maintains up-to-date contact information on all CVA families and guardians for both general and emergency communication. Please notify the office promptly of any changes in your contact information, including address, home/work/cell phone numbers, email addresses, emergency contacts, guardianship changes, etc.

Communications & Conferences

How Best to Reach Staff

Staff members are proud to say that they check their **email** compulsively, and that is usually **the best way** to reach any staff member. Staff members also welcome your phone calls. Teachers are not generally available to speak during class hours, so please leave a message if they are not able to answer your call immediately. A directory of emails and individual phone extensions can be found at the front of the Student Handbook and on the school website. In most cases, you should expect a response from any staff member within 24 hours.

Each teacher also holds specific office hours on online days, generally one hour each day. Teachers post specific times on the teacher's Moodle page. Office hours are generally not used for extended tutoring sessions which are best arranged by appointment.

Online Tools (PowerSchool, Moodle, and other online tools)

CVA maintains several robust tools for parents to check grades, attendance, assignments and work completion on an ongoing basis. Login information for all systems is provided to each family typically at orientation. Use PowerSchool to check grades, attendance and assignment completion for all classes. Use Moodle to check assignment lists and to locate instructional materials. Edmentum Courseware and Calvert Learning will be used for PASCAL curriculum, to access course work and to see their grades. Additional tools such as ALEKS, Lexia, Freckle and MyOn are used at some grade levels. For more information on how to access information in each system, please check with the classroom teacher.

Email/Newsletter/School Announcements

Teachers use email as our primary form of communication. You can email teachers anytime and expect an answer within 24 hours during the work week. All teacher email addresses are in the student email contact list in their CVA Google account as well as on the school website.

In addition, our primary means of general ongoing communication with CVA families is through our weekly e-newsletter, News from the Village. We want to make sure you are always up to date with what's happening, so

please be sure to read this weekly newsletter from CVA for the latest announcements, calendar updates, events, news and more. Please notify us of changes in your personal email address or contact information.

Other important information will be sent home with students through their Advisory class and/or Swift K-12 messaging. Examples of items sent home with students are Scholastic order forms, permission slips, test results, etc. In addition to the weekly e-newsletter, you may receive email alerts that cannot wait for the weekly communication, such as illness or weather alerts through Swift K-12 messaging (Email, Text and/or recorded phone calls).

Online Day Appointments

Teachers are available for appointments on online days all year long, if email or electronic means are not sufficient. Although teachers often have responsibilities before and after school, teachers can sometimes be available if necessary at those times as well. Please call or email and make an appointment ahead of time so that the staff member(s) can arrange to be available.

Parent-Teacher Conferences

Parent-teacher conferences will be held at least twice during the year. Check the calendar for dates. Conferences are important opportunities for parents to visit with teachers and to discuss student goals and progress. **All parents are strongly encouraged to attend parent-teacher conferences.** Conference days are online days for students, and dates are listed in the school calendar and on the CVA website. When conferences approach we will ask you to sign up at the office or electronically for your conference time. Other conferences with teachers and/or the director can be arranged at any time during the year by contacting the teacher or the director.

Community & Service

As part of the CVA experience, students are expected to take an active part in the communities in which they live, thereby encouraging responsible citizenship. Over the course of the year each advisory will spend time focusing on community and service.

Students are expected to volunteer throughout the school year as part of their learning requirements. Each volunteer activity must be performed for a “substantial” amount of time (i.e., refilling the stapler for a teacher is not a substantial activity, but regularly shoveling an elderly neighbor’s driveway and sidewalk is). Guidelines for activities will be given to students in advisory.

Students will document their volunteer activities through photos and journal entries. The journal is not only to keep students accountable, but it is a way for them to reflect on what they are doing. The journal will help students see the growth in themselves and how much they are contributing to the community, as well as understand their importance to others. Parents are asked to read the journal entries and sign off on each one.

In early June, students will create a presentation for the Community and Service Fair to share their volunteer activities with the CVA community.

Compacts

Every year, we ask students and parents to read and sign an agreement between themselves and the school concerning expectations and mutual understanding about appropriate behavior and responsibilities. The content of the compacts are below:

Student/School Compact

In order for Cyber Village Academy students to do their very best and be successful in school, all of us in the CVA school/family community must play a strong part in support of the students' learning. Students, family members, teachers and other school staff each have special responsibilities to our community of students.

As a Cyber Village Academy student, I will

1. Respect and believe in myself.
2. Respect and cooperate with other students and adults as well as my parents/guardians.
3. Respect other students' cultural, religious and ability differences.
4. Respect the school and others' property.
5. Do my best in my classes, at home and in the community.
6. Come to school well-prepared.
7. Begin work promptly on online days and complete all assigned work to the best of my ability.
8. Turn my work in on a timely basis to my teachers.
9. Neither plagiarize nor violate copyright law.
10. Participate daily in the online and real time classes that my teachers assign me.
11. Participate in Community Service hours as expected for my grade level.
12. Check my email often for communication from CVA teachers and staff.
13. Check CVA's Student Information System (PowerSchool) and/or Learning Management System (Moodle/Edmentum) for homework and grades regularly.
14. Follow the behavior guidelines as listed in the Cyber Village Academy Student Handbook when I am on-campus or participate in off-campus Cyber Village Academy activities.

Family/School Compact

As a Cyber Village Academy family, we will:

1. See that my student(s) attend(s) school regularly, both online and real time classes, on time, rested, healthy and ready to learn.
2. Check CVA's online communication systems (e.g. Moodle, PowerSchool, Edmentum) for homework information and grades regularly (at least weekly) to stay aware of what my student is learning and how they are progressing.
3. Notify the school in advance if my student(s) will need to miss more than 3 days of school in a row.
4. Provide a written or emailed note for each excused absence or tardy incident.
5. Understand that 3 unexcused absences constitute truancy and will be treated according to MN laws.
6. See that my student(s) log(s) in and achieves significant academic progress during online days. I will review the Moodle pages with my student(s) when they are in the home learning environment.
7. Provide direct adult supervision for my student(s) during online days in the home learning environment.
8. Provide an internet connection for my student(s) for online days.
9. Review the rules of proper internet, email and computer use with my student and promote proper computer use at home and school.
10. Check parent and student email often for communication from CVA teachers and staff and read *News from the Village* weekly.

11. Communicate frequently with the school about concerns, ideas and/or problems that might affect my student(s)' school performance.
12. Inform CVA administration immediately about any contact information changes (i.e., new phone number(s) and address, change in family situation, new emergency contact, etc.).
13. Attend all conferences set up for my family.
14. Support the school in its efforts to maintain proper discipline.
15. Volunteer my time, skills and/or resources when they are needed and as we can, with a family goal of 20-40 hours per year.
16. See that my student(s)'s work is turned in on a timely basis to their teachers.
17. Help my student to be respectful towards others' cultural and religious and ability differences in the CVA community.

School Staff Pledge

Cyber Village Academy staff will:

1. Treat all students with respect and fairness at all times.
2. Act to keep all students safe at all times.
3. Contact parents directly and promptly if there are significant achievements or challenges to be shared.
4. Respond promptly to student and parent phone calls and emails.
5. Provide feedback and grades on student work in a timely fashion to ensure feedback can be used by students to improve learning.
6. Communicate clearly to students the learning goals for each lesson and assist students in achieving those goals.
7. Follow school policies and practices to ensure consistency throughout the school.
8. Respect the privacy and confidentiality of student information in compliance with state and federal data privacy laws and the MN teacher code of ethics.
9. Work to continually improve teaching skills for the benefit of all students.
10. Model respectful behavior in all environments and proper netiquette in all email and online communications.
11. Provide curriculum, instruction, homework and assessments that consider the learning needs of the students.

Controversial Topics

CVA recognizes that the introduction and study of controversial topics is an important part of the educational process. Viewpoints from all sides of any issue or discussion are welcome, as long as they do not violate CVA's policies of professionalism and respectful treatment of others. Any academically safe classroom should welcome the expression of perspectives from all individuals in that classroom in a respectful discussion. Restorative Practices will be part of our school community and will be a tool to help facilitate difficult conversations.

CVA understands that controversial topics, by their very nature, raise challenging issues about which people can disagree strongly and with great conviction. Students should be encouraged to express their viewpoints, support them with academic arguments, and listen respectfully to other viewpoints with a genuine effort to understand the alternate perspectives no matter how strongly they might disagree.

Furthermore, CVA recognizes the value of students understanding that teachers, too, are people with their own particular backgrounds and perspectives. If asked, teachers may share their own personal perspectives on any academic or school-related topic. This must be done in a way that is professional, respectful and clear that it is

the teacher's own personal perspective. Teachers must allow the space in discussions for students to disagree, and communicate clearly that it is perfectly acceptable to "agree to disagree."

It is not permissible for a teacher to attempt to unduly influence another's perspective or to base a grade on the degree of agreement with the teacher's perspective.

Daily On-Campus Schedule

Promptness and routine are very important to your child and to the school community as a whole. Our routines are established not just for the benefit of CVA and its community, but also for the benefit of the Talmud Torah of St. Paul (TTSP) community with whom we share our space.

- Early drop-off: 7:40 am. Supervision in the gym is provided until 8:20 am. At that time, students may go to their lockers and classrooms.
- Regular drop-off begins at 8:10 am
- Buses arrive by 8:25 am
- All students should be in the building by 8:25 am
- School Starts: 8:30 am
- Lunch, Recess & Advisory: 11:05am—12:20 pm
- School Ends at 3:30 pm
- After School Care & Programming: 3:40—5:30 pm
- Buses depart at 4:30 pm
- Students are picked up and walkers/bikers depart by 3:45 pm (Students not picked up by 3:45pm will be sent to after school care, a fee of \$10 will be charged starting at 4:00 pm.)

Dropping off

- 7:40—8:00 am Please drop off all students at the main entrance.
- 8:00—8:25 am: Please drop off K-8 students at the main entrance and high school students at the Hamline Avenue entrance.
- After 8:25am: All students should be dropped off at the main entrance.
- Between 7:40 am and 8:20, students should go directly to the gym and relax there where they will be supervised and released to their lockers at 8:20. Students dropped off after 8:20 can go straight to their lockers and classrooms. Students should not plan on arriving before 7:40 am since they may not be able to enter the building prior to that time.
- Students should be dropped off in time to go to their lockers and make it to their first class by 8:30 am.
- If you need to come into the school, please park in the lot or on Pinehurst Avenue just north of the school.

Picking up

- CVA students are dismissed at 3:30 pm. High school students should be picked up at the Hamline Avenue entrance, middle school students should be picked up at the main entrance, and elementary students should be picked up at the Ford Parkway entrance.
- Please do not park in the turnaround, bus cut-outs, or in any other place that might block the flow of traffic.
- Please stay in your car in line. We will call students by name and load the first 3-4 cars at a time. Students should not load cars anywhere other than the loading area.
- If you need to come into the school, please park in the parking lot or on Pinehurst Avenue to do so.

- Students are to wait outside in the loading/unloading areas for their ride to pick them up. Staff members are there to supervise for student safety and to ensure the process goes as smoothly as possible.
- Students who are not picked up prior to 3:45 pm will be asked to wait in the after-school program room. Starting at 4:00, families will be charged the daily rate for the after-school program (\$10/day).

Buses will use the Hamline Avenue cut-out for picking up and dropping off. If you are providing your own transportation, enter the main parking lot by turning right into the lot. Please avoid turning left into the parking lot when there is oncoming traffic; go around the block so that you can make a right turn into the lot.

Early Pick Up

If you need to pick up your child before dismissal, please let the office know ahead of time. In order to minimize disruptions in the classroom, we ask that you wait in the lobby area for your child. Please park in a parking spot or on the street and not in the driveway.

Online Days Suggested Schedule

Families have a great deal of flexibility regarding how they schedule online days. We recommend that you establish a routine that works for your family. Some students like to spread out their work over the entire week, completing some work on Monday, Tuesday and Wednesday evenings. Others like to follow the same schedule on Thursdays and Fridays that they have on Mondays-Wednesdays. Others prefer to work on their hardest assignments first, thereby maximizing the time they have to ask teachers questions, attend Study Center, work with peers, or otherwise get the help they need on their most challenging work.

While students are at home, we recommend that you schedule time for each class or subject over the two online days. The following guidelines are approximate for students. Schedule breaks to stay focused and productive.

	Elementary School	Middle School	High School
Language Arts	90 min	110- 130 min	130 - 150 min
Math	90 min	110- 130 min	130 - 150 min
Science	90 min	110- 130 min	130 - 150 min
Social Studies	90 min	110- 130 min	130 - 150 min
Spanish		90—110 min	110- 130 min
Physical Education/ Health	30 min	60 min	90 min
Art	Enrichment Option	90 min	90 min
Music	Enrichment Option	90 min	90 min
Technology	Embedded	90 min	90 min
Each Elective Course	NA	NA	110 - 130 min

Remember that these are general guidelines for students and will vary from week to week and class to class. High

school students can expect greater workloads. In most cases, this time can be spread out over the school week, online days and the weekends, if necessary. It is often a good idea to start on online work early in the week as part of student homework. To allow for maximum flexibility, teachers are expected to post all work for the week in Moodle by the end of the day on Mondays. A Google planner template will be posted to each advisory's Moodle page by to help students and families organize and prioritize assignments.

Online days are still school days, and attendance is monitored as described in the attendance section of this handbook. Students may be required to participate in online activities. In addition, students will occasionally have required on-campus or community activities such as seminars, field trips, or standardized testing.

Discipline Policy

At the core of our community at the Village is a spirit of mutual respect and support, giving attention to the integrity and worth of every individual. Student behavior and language should be respectful toward staff and each other at all times. Students, teachers, paraprofessionals, other staff members and visitors all expect to be treated well. CVA expects the highest level of positive behavior in the classroom, on school property, on field trips and in electronic communications while using CVA systems and accounts.

Restorative practices support the overarching goal of strengthening school climate by building community, repairing relationships and creating just and equitable learning environments for all students. In a restorative school, relationships are fostered with the same emphasis as academic skills. Central to restorative practices are the beliefs that all people are worthy and relational, and that we must build, maintain and repair relationships with both adults and students. Restorative practices will be a key to success at CVA. All students will have the opportunity to sit in circle and learn how to be a member of our community. Community agreements will be established with students to guide our interactions with each other.

CVA uses a variety of strategies deliberately designed to minimize behavior challenges. If a student finds themselves getting excessively anxious or upset, CVA encourages that student to take a five minute break in the classroom, one of the resource rooms or in an agreed upon space. The student must communicate to the teacher that they are going to take a break and receive a pass to agreed upon space. Once the student regulates, the student should quickly return to class to continue with their learning. We have found that these few minute breaks can prevent many small issues from escalating.

Behavior in the building should reflect a focus on schoolwork. Getting to and from class should be orderly and efficient. Class begins when students enter a room. Students should direct their attention to the teacher or the opening activities and their studies. When students are focused on their school work, disruptions and behavior problems will be minimized.

If a student violates a school rule or exceeds the limits of respectful behavior, that student may lose privileges or the school may impose other consequences as outlined in this section. The school reserves the right to limit field trips and other school-sponsored activities on the basis of behavior problems.

The discipline policy will be enforced by all staff members.

Behaviors that do not align with CVA community expectations may lead to one of the following consequences depending on the severity of the behavior.

General Misbehaviors

A general misbehavior is behavior that involves one or more of the following:

- **Significantly disrupts the rights of others to an education**, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other

students to learn.

- **Significantly impacts the school culture or climate in a negative way**, including inappropriate physical contact, such as poking, pushing, shoving or scuffling, inappropriate displays of affection, name calling, false accusations, disruption to the school environment, actions that impact health and safety of others, or disrespectful behavior towards staff or students.

Most general behavior incidents will be addressed immediately by the teacher or other adult directly supervising the students. Additional staff may be involved based on the frequency and severity of the misbehavior.

Disciplinary Procedure for General Misbehaviors

The teacher or other supervising adult may respond with one or more of the following, depending on the severity of the misbehavior:

- Staff member issues a redirection, verbal warning.
- Staff member reviews school rules and student conduct expectations with student during or after the class period.
- Student completes a written behavioral reflection (i.e. Green Room Reflection).
- Student may apologize to people impacted by the negative behavior.
- Staff member phones parent/guardian by the end of the day to discuss the student's behavior.
- Staff member submits a behavior referral to behavior specialists and administration for review and follow up conversation with student.
- Student, and staff develop behavior improvement plan. Parents may also be involved in process of developing and implementing behavior improvement plan.
- Student serves one (1) hour of detention, which may be assigned for before school, after school, or during lunch or recess at the discretion of the staff member assigning the detention
- Teacher may remove student from class, lunchroom or hallway to resource room, "green" room or office
- Parent, student, teacher or advisor meet with the director to discuss behavior
- Written incident report is sent home/emailed for parent signature; form must be returned to the teacher the next on-campus school day

In addition, the administration or behavior specialists may choose to require:

- Loss of privilege for study center days
- Detention during lunch and/or recess
- One (1) day in-school or out-of-school suspension
- Restitution or restorative conversation to impacted students and/or staff members
- Community service

Repeated general misbehaviors may result in one or more of the following:

- Additional periods of detention
- Referral to in-school support services
- Referral to an outside agency
- Loss of privilege for study center days
- One (1) – five (5) day in school or out-of-school suspension
- Transfer to online PASCAL program
- Recommendation for expulsion

* Some behaviors may necessitate more significant immediate consequences.

If the student is receiving Special Education services, the IEP team may create or modify a behavior intervention plan to address student general misbehavior.

Disciplinary Procedures for Serious Misbehaviors

- Serious misbehaviors include, but are not limited to: use or possession of alcohol and other drugs, assault, ongoing harassment/bullying, improper activation of fire alarms, personal theft/extortion, reprisal, school property damage, use or possession of tobacco including e-cigs, verbal abuse and disrespect, possession or use of a weapon, or any behavior that endangers surrounding persons, including students or school employees.

Serious misbehaviors may result in one or more of the following and any of the above consequences:

- Referral to in-school support services
- Referral to an outside agency
- Loss of privilege for study center days
- One (1) – five (5) day in-school or out of school suspension
- Transfer to online PASCAL program
- Recommendation for expulsion

Alcohol and Other Drugs

Possession and/or use of alcohol, controlled substances, mood-altering substances, or misuse of prescription drugs may result in the following consequences: Suspension up to three days, parent/guardian conference and referral to a chemical awareness team as appropriate.

Sale, attempted sale or distribution, or purchase or receipt of alcohol, controlled substances, mood altering substances or prescription drugs shall result in a suspension for up to five (5) days and police referral. The director may recommend expulsion.

Assault

A threat of bodily harm or death to another person, with or without material physical contact will result in a parent/guardian conference and may result in an initial suspension of up to five (5) days.

A student who threatens bodily harm or death to another with or without material physical contact while in possession of a weapon shall be dealt with under the section of the policy dealing with "weapons."

Fighting shall be characterized by a violent aggressive behavior by two or more individuals with the intention of inflicting physical harm upon one another and differentiated from "poking, pushing, shoving or scuffling." Students who engage in fighting with another person may be suspended for up to five (5) days.

Direct attack with a weapon shall be dealt with under the section of this policy dealing with "weapons."

Bullying

Cyber Village Academy is extremely proud of its welcoming and supportive culture. Parents regularly comment on the excellent behavior and lack of bullying demonstrated by our students. CVA works hard to make sure our environment stays positive by treating any allegations of bullying or cyber-bullying with the utmost seriousness. An act of bullying by either an individual student or a group of students is expressly prohibited and will be investigated with appropriate consequences on a case by case basis.

Incidents involving students with disabilities will be dealt with pursuant to the Pupil Fair Dismissal Act and the

Individuals with Disabilities Act (IDEA).

- A. on school district premises, at a school-related function or activity, or on school transportation.
- A. by use of electronic technology and communications on the school premises, during a school function or activity, on school transportation, or on the school's computers, networks, forums and mailing lists or
- B. by use of electronic technology and communications off the school premises to the extent that the use substantially and materially disrupts student learning or the school environment.

Bullying – means intimidating, threatening, abusive, or harming conduct that is objectively offensive **and:**

- A. there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; **or**
- B. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

Cyberbullying - means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone or other electronic device.

Anyone with any knowledge of a bullying situation is encouraged to report the problem to the school director as soon as possible. If the director is unavailable, the situation should be reported to the assistant director or any staff member.

For a full description of our bullying prevention policy, please see the board policy web page.

Improper Activation of Fire Alarms

Students may be suspended for up to three (3) days, and may be referred to the fire marshal and police.

Personal Theft (including extortion)

Students may be suspended for up to three (3) days. Parent/guardian will be notified and a police referral may be made.

Reprisal

Cyber Village Academy will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged sexual, racial/ethnic, religious, or disability harassment or violence or any person who testifies, assist or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Discipline includes but is not limited to reparations, detention, suspension, or expulsion.

School Property Damage (vandalism, arson, theft)

Students may be suspended for up to five (5) days. The student may be referred to the police or arson squad and will be held responsible for payment of damages, or as determined by the court, and may be recommended for expulsion.

Sexual, racial or religious harassment/sexual, racial or religious violence/indecent exposure, sexual misconduct

Harassing or violent behavior related to one's real or perceived gender, sexuality, race, religion, creed, disability or other characteristic may result in immediate suspension of up to five days. Depending on the nature of the

offense, this may result in a parent/guardian conference, involvement of school support staff, psychological evaluation and/or police referral.

Use of Tobacco or e-cigs

Possession or use of tobacco or e-cigs within a school building, on school property, in school leased or owned vehicles and at school-sponsored events off campus is prohibited. Students using tobacco or e-cigs in the school building or in a school leased or owned vehicle may be suspended for one (1) day and the parents/guardians will be notified. Progressive discipline may be imposed for repeat offenses up to five (5) days suspension.

Verbal Abuse and Disrespect of School Staff and Students

This conduct includes, but is not limited to, refusing to comply with reasonable requests from school authorities; directing profanity and verbal abuse toward adults and/or students; displaying behavior which is intended to be demeaning, derogatory or confrontational. Some examples include refusing to follow instructions, name-calling, vulgar gestures, threats, racial epithets, etc. A student may be initially suspended for up to three (3) days.

Weapons

Possession – refers to having a weapon on one's person or in an area subject to one's control on school property, or at a school activity. Possession of any weapon will result in an initial suspension for up to five (5) days and confiscation of the weapon. It may also result in notification of the police and a recommendation to CVA's board of directors for additional disciplinary actions, up to and including expulsion.

Federal law defines a dangerous weapon as any weapon, device, material, or substance, animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury. Weapons may include any firearm, whether loaded or unloaded, any device or instrument designed as a weapon or through its use capable of threatening or producing great bodily harm or death, or any device or instrument that is used to threaten or cause bodily harm or death.

Some examples of weapons are: guns (including pellet guns, look-alike guns and non-functioning guns that could be used to threaten others), knives, clubs, metal knuckles (used in a threatening manner), nunchucks, throwing stars, explosives, stun guns, ammunition and mace. Other articles designed for other purposes (e.g. laser pointers, belts, combs, pencils, files, scissors, etc.) when used to inflict bodily harm, threaten or intimidate, will be treated as the possession and use of a weapon and will not be tolerated. This also includes parts of weapons or other look alike weapons.

A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the director's office shall not be considered in possession of a weapon.

Dress Code

Dress codes are established to create a non-distracting atmosphere for students and teachers. CVA recognizes all students' rights to free speech and the role of dress in that right, unless the dress impedes or negatively impacts the teaching, learning and culture of the school. Neat and proper dress allows students to focus on developing desirable attitudes and behavior. Students should be dressed for school. Parents should check that their student's clothing is appropriate and also that it will accommodate weather conditions. We recommend the use of layers due to differences in heating/cooling in various parts of the building. Please make sure that all outerwear garments are clearly labeled with your child's name.

- Clothing must extend at least beyond the fingertips when the student's arms are relaxed at his or her sides.
- Clothing must cover areas between armpit to armpit and to the bottom of appropriate length clothing.
- Shoes must be worn at all times and should be safe for school environment.

- Clothing must have shoulder straps.
- See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code. No undergarments can be visible.
- Hats and headgear area allowed, but the face must be visible unless permitted for religious, medical or other reasons approved by school administration.

Additional Requirements:

- Clothing, wristbands or jewelry may not display any illegal or inappropriate product or action or contain any profanity, near profanity or gang affiliation (drug, alcohol or tobacco logos or paraphernalia, weapons, etc.).
- Clothing, wristbands or jewelry may not state, imply or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- Masks or hoods that cover the face are prohibited at all times for safety reasons, unless approved by school administration.
- Sunglasses may not be worn inside the building, unless approved by school administration.

Examples of inappropriate school attire are: visible undergarments, sagging pants, plunging necklines.

CVA reserves the right to make decisions about the acceptability of an individual student's clothing for school.

Dress Code Violations

Dress code violations are considered general misbehaviors. The school may take one or more of the following actions:

- Require students to cover up or remove the offending garments or accessories
- Require the student to call home to have an appropriate clothing change brought to school
- Require the student to turn the offending garment inside out
- Lend the student CVA clothing
- Follow the consequences for general misbehaviors outlined in the discipline policy

Repeated offenses or refusal to comply may result in further disciplinary action.

Electronics

CVA allows and encourages students to bring their own laptops, tablets and other computers to school **for educational purposes**. Our "bring-your-own-device" (BYOD) program includes student wireless networks for students to access the Internet. Macs, PC's, laptops, tablets and other devices should all work well with our network. If the device works with wireless networks in libraries, coffee shops, and other public networks, it should work fine with the CVA network.

While on school premises, students will only access the internet using the CVA Student Wi-Fi connection. Accessing the internet on school premises by any means other than the CVA Student Wi-Fi connection is a violation of CVA's acceptable use policy and will result in disciplinary action. This includes a data plan on their personal device and/or connecting to a hotspot setup on another personal device that is circumventing CVA's Student Wi-Fi network.

We want our students to learn to use electronics wisely and appropriately. While at school, electronics should be viewed as educational tools. Devices can be used for research, reading and other academic purposes at the teacher's discretion in the classroom. Some students and staff may use assistive technologies throughout the day based on ADA and IEP accommodations.

In order to eliminate distractions, teachers may collect devices or request students place them face down on the desk at the beginning of class if the class period doesn't call for any educational uses for electronics. Electronic devices are to be used for academic purposes during all class time, including Green Room and Resource Room breaks. If a student uses any device during academic time for non-academic purposes it may be confiscated and a parent will be asked to pick it up at the office after school.

Students may use their devices for age-appropriate non-academic purposes before and after school, and during lunch (Grades 6 —12) and recess (Grades K—12). Students are responsible for their devices at all times.

Teachers may allow students to use electronics to listen to music using headphones during independent work time in class. Students are encouraged to have playlists prepared for the school day. Such usage is at the discretion of the teacher and permission can be revoked at any time. YouTube and will be allowed, as it is used as an educational tool for a number of courses.

Parents and guardians are asked to refrain from contacting their students via phone or text during the school day except in emergency situations. The office staff is happy to assist in getting a message to the student if necessary.

CVA cannot be responsible for any loss of or damage to any electronics. Students are encouraged to keep their devices locked in their lockers when not in use.

Violations of the electronics policy are considered general misbehaviors and will be handled according to the school's discipline policy.

Emergency Drills

Drills for fire, tornado or other severe weather, intruders or other emergencies are conducted on a regular basis during the school year. Drills are generally announced in advance. Some unannounced drills may occur to better prepare students and staff for a real emergency. Students and parents are reminded that similar drills at home are good safety measures.

Emergency Contact & Medical Forms

Each student must have an Emergency Contact & Medical Information Form on file at the school that contains information to be used in case of an emergency with the child or the school. **Please be sure to keep your child's emergency information current.** If your child has an emergency at school, we will promptly call parents/guardians or emergency contacts at work or at home. In the case of serious injury or medical issue, the school may call 911.

English Language Learners

The English Language Learner (ELL) program at Cyber Village Academy is designed to give support to students who have a primary language other than English and to help them acquire the English language skills that they need for both academic and social success. The program is designed in accordance with the Minnesota Department of Education's English Learner Program Guidelines, which ensures equity and access to high-quality education so that English learners can reach their highest potential. For more information please contact the ELL Coordinator, Nick Rice.

Enrollment, Lottery, Waitlists and Orientation

Enrollment, lottery and waitlists

Cyber Village Academy abides by class size limits decided upon by the CVA school board. Class sizes are limited to 18 in Kindergarten-Grade 3, 20 in Grades 4-5, and 25 in Grades 6-12. In late January/early February of each year, families are asked to inform the school regarding their plans to return. All returning students are assured a spot as long as they communicate their plans to return. Simultaneously, we accept enrollment forms for new students. The enrollment period closes at the end of February.

In the event that we get more applicants for Fusion than we have spots available, current PASCAL students are given enrollment priority, followed by siblings of returning students. CVA then holds a new-student lottery on March 1 or the first school day thereafter to select new students. We select only as many students as we have spots available. Remaining students are put on a waitlist in the order in which they enrolled. Families on the waitlist are contacted as spots become available.

If a student requests enrollment following the annual lottery and the class is already full, the student will be placed on the waitlist in the order in which the request was received. PASCAL student and sibling preferences do not apply after the lottery.

Enrollment closes for the school year after the first day of fourth quarter for the Fusion program and at the start of the third week of the fourth quarter for the PASCAL program. This enrollment restriction is to limit end-of-the-year transfers which disrupt both the classrooms and the student's education.

Orientation

All new students in Fusion and PASCAL are required to attend an orientation to help set them up for success at Cyber Village Academy. Students enrolling prior to the start of the school year will attend an orientation prior to the first day of school. These are scheduled and published on the school calendar.

Students joining the Fusion program during the school year will attend an orientation session prior to the student's first day on campus. Students will then start at CVA on the first on-campus school day following the orientation. Fusion students are not permitted to start enrollment on an online day.

PASCAL students will attend an orientation session with the PASCAL coordinator prior to receiving their login information and access to the coursework. This is to ensure students are familiar with CVA policies and procedures prior to officially becoming a CVA student. PASCAL orientations can be done on any day mutually convenient for the family and the PASCAL coordinator, and the student may begin work immediately following the orientation. The orientation may be done remotely through Zoom, phone or other electronic means.

Evaluation & Grades

For both Fusion and PASCAL students, there will be four formal reporting periods during the school year when quarter grades will be sent home within one week after the end of the quarter. Final report cards will be mailed out after the end of the school year. In addition to those checkpoints, teachers enter scores and evaluation results in PowerSchool on an ongoing basis for parents to review. Grades, progress, attendance and missing work need never be a surprise if students and parents are checking PowerSchool regularly.

Extra-curricular Activities

CVA strives to provide a variety of extra-curricular activities within the limits of our small school. All students, Fusion and PASCAL, are invited to participate in as many of our extracurricular activities as they wish. Our afterschool activities generally start at 3:35 and finish by 4:30 or 5:00.

All extra-curricular activities must have a staff member advisor. Parents are welcome to suggest and lead extra-curricular programs, sharing duties with a staff member. This facilitates communication between the school and the activity. For the current list of available extracurricular activities please contact the office. In addition, club and activities will be announced in our weekly e-newsletter as we develop options.

Students must be in good academic standing with a grade of “C” or better in all classes to participate in extracurricular activities. Students who do not meet this academic standard, may meet with a school administrator to create a plan to improve their grades. If agreed upon by administration, students may continue to participate in extra-curricular activities without meeting the academic standard as long as they have a plan in place in which they are showing progress or effort deemed necessary in the agreement.

Family Directory

Each year, we provide a family directory to our CVA community through a password-protected area. The directory is compiled from information provided by parents at the beginning of the school year. Please refer to the directory during the year to call friends, arrange carpools, etc. We will update family information (i.e., changes of address, new students, etc.) during the year. **Please be sure to let us know if your family information changes.**

The CVA Family Directory is a confidential directory including names, addresses, phone numbers and email addresses and it is given only to CVA staff and families. Under no circumstances should this directory be used for solicitation of goods or services (mass mailings, selling of products or services).

Families may opt out from being included in the directory by contacting the school office.

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that ensures all families have certain rights related to the private student data that schools maintain. It also describes the responsibilities of schools to maintain private student data and the data that schools can release without written parent/guardian permission.

Parents/guardians have the right to:

- Review & inspect their child’s records
- Request that a school correct records they believe to be inaccurate or misleading.
- If request is denied, appeal and have a formal hearing and may ultimately place a statement of contestation in the file.

Private educational records include student grades, behavior/discipline records, special education documents, transcripts and other such records. Schools must have written permission to release such records *except* under the following conditions:

- To school officials with legitimate educational interest;
- To other schools to which a student is transferring;
- To specified officials for audit or evaluation purposes;
- To appropriate parties in connection with financial aid to a student;
- To organizations conducting certain studies for or on behalf of the school;
- To accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- To appropriate officials in cases of health and safety emergencies; and
- To state and local authorities, within a juvenile justice system, pursuant to Minnesota law.

By a combination of federal and Minnesota law, CVA may disclose, without consent, directory information, including:

Student's name	Honors & awards	Previous school attended
Address	Email address	
Telephone number	Photograph	
Date of birth	Athletic team/extra-curricular participation	
Place of birth	Height/weight of athletic team members	
Dates of attendance	Degrees	

This allows schools the freedom to share directory information with college or military recruiters, publish a yearbook, create team rosters and event programs, publish honor rolls and awards, and transfer records between institutions as necessary.

Parents may request in writing that directory information not be shared. That request should be sent to the Student Services Coordinator, at info@cybervillageacademy.org.

Once a student turns 18 years old, those rights automatically transfer to the student. In cases where the 18-year-old is still a dependent of the parent/guardian, the parent/guardian also maintains FERPA rights.

For more information related FERPA see:

The federal FERPA information website at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Cyber Village Academy Policy 515 at <http://www.cybervillageacademy.org/Board-of-Directors/School-Policies/index.html>

Family Issues

A child's home environment significantly affects their experience in the classroom. Please share information about births, adoptions, divorces, behavior changes, deaths, chronic illnesses, or other major life events with the

office and your child's teachers. Our staff can provide vital support and understanding that might help your child cope during stressful times.

Field Trips

CVA will notify you via our weekly e-newsletter, advisory or via an email from the teacher whenever your child's class is scheduled for a field trip. Students may also receive flyers in their advisory. Permission slips will be distributed via advisory and NFTV. Extra copies are available at the office. Some of the field trips may have a nominal cost that we ask you to pay, as you are able. Signed permission slips (along with any fees) must be returned to the office prior to the field trip in order for your child to participate.

To be eligible for participation in field trips and other school trips, including Washington, D.C., Eagle Bluff, Space Camp and other major trips, students must be in good standing academically and behaviorally. The school may also consider recent behavior incidents and disciplinary actions in determining a student's eligibility for participation. Students who are not in good standing academically or behaviorally will have a Study Center day in lieu of the field trip.

CVA reserves the right to schedule staff-supervised walking field trips at any time. No notification will be given to parents in advance of these trips.

Fundraising

Cyber Village Academy is a public charter school, so although we do receive state funding we do not benefit from some funding sources available to non-charter schools. We seek out corporate grants, matching funds programs from employers, and also have a variety of fundraising programs to help support the educational experience CVA is known for.

Sponsor CVA

Make a monthly or yearly donation to CVA to support student experiences, such as field trips, guest speakers, hands-on activities, etc. All sustaining members will be recognized on our website, NFTV, etc..

- Gold Level: \$240 + yearly, \$20 + a month
- Silver Level: \$180 yearly, \$15 a month
- Bronze level: \$120 yearly, \$10 a month

Traditional Fundraising

CVA participates in "Give to the Max Day," a statewide fundraising event for Minnesota non-profit organizations held each November. See our website and other materials for specific information about dates, goals and specific uses for the money. We strive for 100% staff and board participation and encourage every family to contribute as you are able. Any amount helps!

We do a variety of fundraising activities throughout the year. These are fun and easy ways to help out the school. Some examples include: Taco Dinner, Silent Auction, Dessert Auction (at the Talent Show), Plant Fundraiser and occasional sales of items. These activities will be announced via website announcements and in our weekly e-newsletter.

Passive Fundraising

There are a number of ways you can support CVA by doing things you normally do. Passive fundraising efforts at CVA fall into these categories:

Online Search Engine/Shopping

Includes: online shopping at Amazon.com through the link on the CVA website or Amazon smile and choose CVA, schoolstore.com, goodsearch.com (search engine), Office Depot 5% Back to Schools Program (use CVA's ID # 70055049), onecause.com (online shopping), Target Take Charge of Education program (designate CVA as your school of choice for your Target card).

Product Labels/Lids

Box Tops scanning and submission for credit to CVA fundraising.

Grade level promotion and level change

CVA will use the following criteria to determine whether a student has passed their grade level during the course of the school year and is ready to advance to the next grade for the following school year:

- A student achieves a cumulative final grade average of 60% or higher in 75% of their classes
- A student shows adequate progress on standardized tests
- A student has a strong attendance record, and no more than 10% absences of their absences are unexcused. This includes all on-campus and online days while the student is enrolled at CVA
- A student receives teachers' recommendations for promotion

In addition, CVA periodically reviews student placement to ensure each child is receiving the education that best matches their abilities and potential. If CVA has recommendations regarding either advancing or retaining students, parents will be notified and consulted about the best plan of action.

CVA considers our class size caps before recommending any changes. Class sizes are limited to 18 in Kindergarten -Grade 3, 20 in Grades 4-5, and 25 in Grades 6-12. Teaching staff has the opportunity to recommend any grade level changes. Those changes, once discussed with the parents and approved, are completed prior to the enrollment lottery held on March 1 and follow Board Policy 650: CVA Talent and Development and Grade Acceleration Policy.

Generally we recommend that any grade level or class level changes occur at the semester break or at the start of a new year. Parents are notified of any offer for promotion or requirement for retention following that meeting and usually by mid-May.

Grade 8 students may be offered the opportunity to take some high school level courses. Students take these courses along side high school students and are held to the same standards. Upon successful completion, they earn high school credit acceptable at any high school in Minnesota.

If you have any questions about grade or class level promotion or retention, please contact the Assistant Director of Teaching & Learning. Refer to Board Policy 650: CVA Talent and Development and Grade Acceleration Policy for additional information.

Grading Practices

CVA's "standards-supported" grading practices were designed to provide consistency in grading with a focus on student mastery of education standards while also allowing for age-appropriate grading for students in

Elementary, Middle and High School.

What Are Standards-Supported Grading Practices? Standards-supported grading practices means that CVA teachers are placing emphasis on content mastery of the state and local academic standards over an emphasis on simply completing assigned tasks. The practices outlined below allow students to earn a grade based on the content they have learned and mastered and not on their behavior or attitude. If traditional grading is more focused on the teacher and what the teacher wants accomplished, standards-supported grading is more focused on the student and how the student demonstrates their learning.

School-Wide Standards-Supported Grading Practices:

- A description of the learning objective or standard(s) addressed will be included for each assignment either on Moodle or in PowerSchool.
- Participation points will not be based on good or bad behavior and will not be a major part of the grade in any class. If participation points are awarded, they are based on the student demonstrating a required skill related to the course content (i.e. lab participation in science or a group presentation in speech class).
- Teachers will use the notations available in PowerSchool to designate work as “collected,” “late,” or “missing”. Zeroes in the gradebook are used as placeholders, not as punishments, for missing work.
- CVA teachers do not award “extra credit” points to replace points missed on assignments and students will never receive bonus points for their behavior. Students should focus their energies on making-up the learning they may have missed by redoing an assignment, improving upon a project, or retaking a formative assessment. When the student has satisfactorily completed all required course materials, teachers may offer extension activities for students to continue their learning and students may be able to earn “independent points.” Independent points are only earned when all required work is completed.
- *With prior approval from the teacher, students may retake summative assessments if their performance is lower than a threshold set by the teacher and communicated in the class syllabus. The goal is to give students multiple opportunities, if necessary, to increase their knowledge and demonstrate their skills. The retake process is determined by the teacher.*
- Students will not have their grades lowered for late assignments, but should respect deadlines as a way to manage and pace their work. Students have until the unit-end-date (summative assessment) to turn in work. If the work is not turned in they will not earn credit for that assignment and may receive a zero. Progress in the curriculum is important for teachers to be able to appropriately assess learning and areas of need. Deadlines are important for appropriate assessment of learning.
- Before the unit-end-date, students may request alternative ways to make-up missing assignments by sending an email to their teacher. Alternatives may include: oral presentation, performance assessment, alternative assessment, alternate formats, or performance on the summative assessment. Students have two weeks after the unit-end-date to complete missing assignments or alternative assessments; work will not be accepted beyond two weeks from the unit-end-date.
- All work must be submitted before the end of the last school day of the quarter. Any work not submitted by that time may receive a score of zero which will be averaged in with all grades on work submitted. Exceptions to this occur only when major extenuating circumstances (e.g. prolonged hospitalization) demand it and are pre-approved by the director.

Grading Scale and Procedures for Students in Kindergarten through 5th Grade (K-5):

- Student skill progression and achievement of academic standards is monitored throughout the learning process and families can receive updates through regular communication with their student's teacher

(s). Report cards are sent to families at the end of each semester. Elementary students receive marks and narrative comments for Academic Development, Social Emotional Development and Cultural Studies using the following Standards-Supported Grading Scale:

- (EM) **Emerging** = the student is beginning to demonstrate knowledge of the skill or standard*
- (DEV) **Developing** = the student is able to perform the skill or standard sporadically or with adult support*
- (MA) **Mastery** = the student is able to consistently demonstrate the skill or standard assessed*
- (EXT) **Extended** = the standard has been mastered and the student is demonstrating additional skills and knowledge beyond mastery*

Grading Scale and Procedures for Students in 6th Grade through High School (6-12):

Middle and High School Students receive quarterly report cards based on a point system and traditional grading scale. Students need to earn at least 60% of the points in the course to pass the quarter. Each lesson is connected to one or more Minnesota State Standards of Education and students earn points based on their demonstration of knowledge on the standard and their ability to create high-quality work following directions and rubrics. For summative assessments/projects, students demonstrating mastery of standards should expect to earn a grade in the B-Range and students who have demonstrated extended learning beyond the state standard should expect to earn a grade in the A-Range. Students in grades 6-12 receive a mark from each content area teacher using the following grading system:

Letter	Percent	GPA	Letter	Percent	GPA
A	95-100	4.00	C	73-76	2.00
A-	90-94	3.667	C-	70-72	1.667
B+	87-89	3.333	D+	67-69	1.333
B	83-86	3.00	D	63-66	1.00
B-	80-82	2.667	D-	60-62	0.667
C+	77-79	2.333	F	<60	0.00

Rubric Grading Criteria for Summative Assessments/Projects

- Emerging (69% and Below)** = the student is beginning to demonstrate knowledge of the skill or standard
- Developing (70-79%)** = the student is able to perform the skill or standard sporadically or with adult support
- Mastery (80-89%)** = the student is able to consistently demonstrate the skill or standard assessed
- Extended (90% and Above)** = the standard has been mastered and the student is demonstrating skills and knowledge beyond mastery

Graduation Requirements

Students must complete 22 year long credits to graduate from Cyber Village Academy. Completion means passing the class with a D- or better and receiving credit. A year long credit is equivalent to one class taken for the duration of a full year. For example World History is a year long course so is equivalent to one credit.

Economics is a semester long course so is equivalent to a half of credit. Credit will be earned each quarter and will be reflected on the student's official transcript. Students should plan on taking at least 6 credits per academic year. Courses may be dropped and new ones added within the first two weeks of any semester without penalty or inclusion on the transcript. Students may not change courses after the first two weeks of the semester.

Students must complete specific credits in certain academic areas.

- Language Arts, 4 Credits
- Fine Arts, 1 Credit
- Social Studies, 3.5 Credits
- Physical Education & Health, 1 Credit
- Mathematics, 3 Credits (Must complete Algebra 2)
- Science, 3 Credits Including a biology credit and EITHER a physics or chemistry credit
- Electives, 6.5 Credits

These graduation requirements align with the standards set by the State of Minnesota.

A student must complete all graduation requirements prior to the graduation ceremony in order to participate in that ceremony. Exceptions may be made for students who are no more than 1.0 credit short of graduation requirements, receiving Special Education services or have other extenuating circumstances approved by school administration (i.e. extended hospitalization) .

Health Services & Illness

Parents should not send children to school if they are not well enough to work in the classroom or has a contagious disease. Please be respectful of the health of our whole group and keep your child at home if they are sick.

When is My Child Too Sick to Come to School?

Your child should rest at home if they have:

- A fever within 24 hours
- Vomiting or diarrhea due to illness within 24 hours
- Undiagnosed rash or draining sores
- Stomachache or headache that lasts or returns
- Ear ache or discharge from the ear
- Redness, swelling or drainage of eye (possible pink eye)
- Visible signs of a cold; sore throat with coughing
- If positive throat culture for strep throat student must be treated at least 24 hours prior to return

Call or email the school to report your child's absence (info@cybervillagacademy.org). If leaving a message, please give the reason for the absence. **In all cases, the school should be notified within 24 hours if your child contracts a serious communicable illness.**

Medical Alerts

If your student is diagnosed with a contagious disease and has been in the building while they are contagious, please alert the office via phone or email. In cases of a serious contagious disease identified in the school we will

send an email notifying the CVA community. This will be in addition to our weekly e-newsletter.

Head Lice

Cyber Village Academy accepts the recommendations of the National Association of School Nurses that the management of head lice should not disrupt the educational process. Students with nits or live lice are allowed to remain in class and participate in school activities. Parents will be notified if their child may have a lice infestation. For more information, please see the National Association of School Nurses' website at schoolnursenet.nasn.org.

Health Records & Immunization

The State of MN requires each enrolled student to have a **Pupil Immunization Record** on file at the school. If you choose not to participate in immunizations due to a conscientious objection, this decision must be placed in the student's file on a notarized immunization form. It is illegal for your child to attend school until we have their immunization form on file. Please be sure to turn in the form by the first week of school.

In addition, please notify us of any severe allergies, impairments, etc. unique to your child on the **Emergency Contact & Medical Information Form**. The Pupil Immunization Record & Emergency Contact & Medical Information Form must be returned to the school by the first day of school.

Illness

If your child becomes sick during the school day, we will contact you to make arrangements for her/him to go home.

IT IS ESSENTIAL THAT EMERGENCY INFORMATION BE KEPT CURRENT AND THAT PERSONS LISTED ARE INDIVIDUALS WHO CAN PICK UP YOUR CHILD FROM SCHOOL IF YOU ARE NOT AVAILABLE.

Emergency Medical Treatment

Children will be given first aid care for minor injuries that occur at school. You will be notified of any treatment, and all first aid procedures will be documented and maintained in a log.

In case of a major emergency requiring immediate medical attention staff will administer first aid and call 911 for emergency services. Staff cannot transport children to the hospital; students will be transported by ambulance. The Emergency Contact & Medical Information Form you sign gives your permission for immediate medical attention.

Medications Policy

If your child needs to take medication (prescription and/or over-the-counter), by law, school staff cannot administer medication during the school day without the written authorization of the parent and signature of a physical.

If your child must have medication (prescription and/or over-the-counter) administered during school hours, please follow the procedures below:

- Parents must fill out the Medication Authorization Form (on the reverse side of the Emergency Contact & Medical Information Form) specifying the name of the medication, the dosage, the time (and/or frequency) it is to be administered and the reason for its use.
- Medication must be in the original container and appropriately labeled: pharmacy label for prescription medication and student's name for over-the-counter medication. The actual number of doses provided to the school should be noted on the container.
- Medication can only be administered with written doctor's permission and according to the directions contained on the label.

- Medication must be brought to the office. Students may not carry medications around school in their pockets or bags, with the exception of asthma inhalers or epi-pens.
- In the case of a student needing to carry an inhaler or epi-pen, a doctor's written order is required.

Internet Use Policy

Acceptable Use

The use of school computers, internet access and other systems is a privilege, not a right, and inappropriate use will result in disciplinary action.

Never consider school email or other school-based electronic communications to be private. CVA staff may review student email and electronic communication history at any time.

The following uses of the Cyber Village Academy internet system are considered acceptable:

Educational Purpose

- The CVA computer and internet systems have been established for educational purposes. The term "educational purpose" includes classroom activities, school-supported extra-curricular activities, career development, and limited high-quality self-discovery activities.
- The CVA internet system has not been established as a public access service or a public forum. Cyber Village Academy has the right to place reasonable restrictions on the material students can access or post through the system. Students are also expected to follow the rules set forth by CVA's disciplinary code, internet policy and the law in their use of CVA's system.
- Students may not use the CVA internet system for commercial purposes. Students may not offer, provide, or purchase products or services on a commercial level.
- Students may not use the CVA internet system for political lobbying. However, students may use the system to communicate with elected representatives and to express your opinion on political issues.

Student Internet Access

- All students will have access to Internet-based information resources through their home learning environment and school computers. CVA has a reasonable filter on our school systems. School computer use is monitored to a reasonable degree by teachers at all times, and students agree to abide by acceptable uses standards.
- Students will have email accounts and access within CVA's email system. **Students are not allowed to access other outside email accounts on school computers.**

Disciplinary Procedures for Unacceptable Use

CVA uses services and software to make a reasonable attempt to filter the internet connection from inappropriate material. If a student sees something inappropriate while using CVA's internet connection, they need to report it immediately. This will assure that CVA can update its filtering and the student will not be responsible if an audit shows them accessing the inappropriate content.

CVA will not be responsible for **internet** content accessed by circumventing CVA's Student **internet** connection. Parents/Guardians that allow their children to bring a device that has an **internet** connection other than the CVA Student **internet** will be solely responsible for content accessed on their personal device while on school premises.

The following uses of the CVA internet system are considered unacceptable:

Accessing Inappropriate Material

- Students will not use CVA's internet system to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature) or self-harm. A special exception may be made for hate literature if the purpose of your access is to conduct research and your teacher and parent(s)/guardian(s) have approved.

- If you mistakenly or accidentally access inappropriate information, you should immediately turn off your monitor and tell your teacher or another CVA employee. This will protect you against a claim that you have intentionally violated this policy.
- Your parents should instruct you if there is additional material that they think would be inappropriate for you to access. CVA fully expects that you will follow your parent's instructions in this matter.
- Students will not modify code or create fake code to misrepresent grades, attendance, progress or other information.

CVA maintains Zero Tolerance for such behavior.

The first time a student is identified as purposely accessing inappropriate material their parents will be immediately informed of the violation, and they may lose their on-campus internet privileges for the remainder of the school year.

The second time a student is identified as accessing inappropriate material they may permanently lose their on-campus internet privileges while enrolled at CVA.

Compromising Personal Safety

- Students will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.
- Students will not agree to meet with someone they have met online without parent's approval. Parent(s) should accompany you to any meeting.
- Students will promptly disclose to a teacher or other school employees any message they receives that is inappropriate or makes the student feel uncomfortable.

Violations will be dealt with on a per incident basis and may fall under general or serious misbehavior.

Illegal Activities

- Students will not attempt to gain unauthorized access to the CVA internet system or to any other computer system through CVA's internet system or go beyond the student's authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
- Students will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Students will not use CVA's internet system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.

The first time a student is identified as engaging in illegal activities their parents will be notified and the student may be suspended for up to five (5) days. When appropriate the police will be notified and a recommendation will be made to the Cyber Village Academy board of directors for the student to be expelled.

Compromising System Security

- Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use your account. Under no conditions should a student provide their password to another person other than parents or guardians.
- Students are expected to immediately notify a teacher or the system administrator if they have identified a possible security problem. Students should not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- Students are not allowed to create programs, apps or "bots" that attempt to circumvent CVA's filtering or

other security measures.

Violations will be dealt with on a per incident basis and may fall under general or serious misbehavior.

Downloading/Installing Software

- Students will not download or install any type of game, program, or software on school computers without prior approval from the system administrator.

Violations will be dealt with on a per incident basis and may fall under general or serious misbehavior.

Inappropriate Language

- Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.
- Students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- Students will not post information that could cause damage or a danger of disruption.
- Students will not engage in personal attacks, including prejudicial or discriminatory attacks.
- Students will not harass or bully another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is asked by a person to stop sending them email, that student must stop.
- Students will not knowingly or recklessly post false or defamatory information about a person or organization.

Violations will be dealt with on a per incident basis and may fall under general or serious misbehavior as defined in the CVA discipline policy. In addition to the consequences described in the discipline policy, a student may also lose their on-campus internet privileges for a specified number of days or weeks, depending on the seriousness of the offense.

If a student demonstrates that they cannot or will not be responsible with appropriate language, they will lose their on-campus internet privileges for the remainder of the school year.

Lack of Respect for Privacy

- Students will not repost or forward a message that was sent to them privately without permission of the person who sent the message.
- Students will not post private information about another person.

Violations will be dealt with on a per incident basis and may fall under general or serious misbehavior.

Lack of Respect for Resource Limits

- Students will use the system only for educational and career development activities and limited, high-quality, self-discovery activities.
- Students will not post chain letters or engage in "spamming." Spamming is sending an annoying or unnecessary message to a large number of people.
- Students will check email frequently and delete unwanted messages promptly.
- Students will not subscribe to any group mailing lists, email services, or other internet services through CVA's computer equipment or with any CVA email address.

If a student discovers something they feel could benefit the entire CVA community, students can send it to a staff member. The staff member will then add it to the weekly e-newsletter, if appropriate. If a student does not follow this procedure, it may be considered spamming.

Violations will be dealt with on a per incident basis and may fall under general or serious misbehavior as defined in

the CVA discipline policy. In addition to the consequences described in the discipline policy, a student may also lose their on-campus internet privileges for a specified number of days or weeks, depending on the seriousness of the offense.

If a student demonstrates they cannot or will not be responsible with email, they will lose their email privileges for the remainder of the school year.

Your Rights

Free Speech

Your right to free speech, as set forth in the CVA internet policy, applies also to your communication on the Internet. The CVA Internet system is considered a limited forum, and therefore the school may restrict your speech for valid educational reasons. CVA will not restrict your speech on the basis of a disagreement with the opinions you are expressing.

Search and Seizure

Students should expect only limited privacy in the contents of your personal email and files on CVA's computers and internet system. Never consider your school email or other school-based electronic communications to be private. CVA staff may review any student's email and electronic communication history at any time.

Routine maintenance and monitoring of CVA's internet system may lead to discovery that a student has violated the CVA Internet policy, discipline policy or the law.

An individual search will be conducted if there is reasonable suspicion that a student has violated the CVA internet Policy, Discipline Policy or the law. The investigation will be reasonable and related to the suspected violation.

A student's parents or guardians have the right at any time to request to see the contents of their student's email and electronic files.

Due Process

CVA will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through CVA's internet system.

In the event there is a claim that a student has violated CVA's Internet Policy or Discipline Policy in the use of the CVA internet or computer systems, the student will be provided with a written or verbal notice of the suspected violation and an opportunity to present an explanation before a neutral administrator or one will be provided with notice and opportunity to be heard in the manner set forth in the CVA Internet Policy.

If the violation also involves a violation of other provisions of the CVA internet policy, it will be handled in a manner described in the CVA internet policy. Additional restrictions may be placed on your use of your Internet account.

Limitation of Liability

CVA makes no guarantee that the functions or the services provided by or through the school system will be error-free or without defect. CVA will not be responsible for any damage a student may suffer, including but not limited to, loss of data or interruptions of service. CVA is not responsible for the accuracy or quality of the information obtained through or stored on the system. CVA will not be responsible for financial obligations arising through the unauthorized use of the system.

Lab Fees

We ask every family to help out the school through a \$35.00 lab fee **as the family is able**. Lab fees are for consumables and other supplies used in the classrooms, and are collected at the beginning of the year along with other registration forms. Please turn in lab fees to the school office or pay via PayPal, accessible from the school website. Families may also contribute in installments.

Library

CVA has a growing lending library. All books must be returned when the student is finished with them or by the end of the year. If a book is not returned, the family may be charged replacement cost. Students may also check out two books at a time from the Talmud Torah collection of books.

Many books are labeled with reading levels to make it easier for children to self-select materials at an appropriate level.

Lockers

Students in Grades 4-12 will be assigned a locker at the beginning of the school year generally located close to their advisory classrooms.

Personal belongings should be kept in the locker. Lockers may not be secured with any locking devices other than those provided by the school.

Lockers should be kept clean and neat. Students should not leave food or garbage in their lockers overnight to avoid attracting bugs and other critters.

Students should not open or remove anything from any other student's locker. Locker usage is a privilege, and misuse may result in loss of the privilege.

Students in Grades 5-12 will have school locks on their lockers. Combinations will be provided at orientation, and students should not share their combination with anyone else. Students may request that the lock be removed by the school.

Search of Students and/or Lockers

School officials may search students and school lockers for items that may be harmful to themselves or to others and to detect items that are prohibited from being on school grounds or other places under supervision of school personnel, (i.e. buses, field trips). Consent of the student or parent/guardian is not required prior to the search. Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their possessions.

Except for lockers, all personal searches will be based upon reasonable suspicion.

Lost & Found

Please label your student's outerwear, gym shoes, boots, water bottle, notebooks, etc. to help such items from getting lost. Clothing items that are left around the school eventually end up in the wooden lost & found boxes near the offices. Our hope is that students will recognize their own items and take them home. Small or valuable items (jewelry, keys, electronics etc.) are kept in the office. Library books get turned back into the library. Unclaimed items are donated to charity after the end of each quarter or saved for students who need them (e.g. gloves for winter days).

Lunches & Beverages

Lunch is an important part of the school day, both socially and nutritionally. Good nutrition directly affects a child's health, concentration and behavior. Our goal is for the children to eat nutritious, well-balanced lunches, excluding candy and other highly sugared foods. We also discourage wasting food. You might discuss the lunches with your child and come to a mutual agreement about what food should be included.

Students may either bring their lunches or they may order a hot lunch catered to the school by CKC Good Foods. Lunch orders are collected on a monthly basis and paid in advance for the number of lunches selected. Cyber Village Academy does not participate in the federal school lunch program, but we do provide free and reduced price lunches to those that qualify. Please contact the student services coordinator for more information. Food will be consumed in assigned spaces only, unless an alternate location is determined by administration.

Beverages

There are drinking fountains at school, and we encourage students to bring a re-usable water bottle (non-glass, labeled with the student's name) and refill it regularly during the day. Water bottles are allowed and encouraged in classrooms during class, but should be used only for water. Juice, milk, coffee, soda, flavored water, sparkling water, energy drinks and other beverages are not allowed in class unless required for medical reasons.

Milk (chocolate or skim) is available for \$.25 at lunchtime (free for students who qualify for free/reduced lunch). Students may also bring a beverage such as juice for lunch (soda, coffee, energy drinks and glass containers are not allowed).

Bag Lunches

Students can choose to bring their own bag lunch to school to eat during on-campus days. Lunch boxes should be clearly labeled with your child's name and will be stored in the student's backpack or in their locker. **Refrigeration is not available**, so be sure to pack non-perishable items or pack hot items in a thermos. **Microwave ovens are not available**, and no glass containers are allowed.

Peanut-Free Table

When we have students with peanut allergies we designate one lunch table to be the peanut-free table. We ask those who do bring peanuts or peanut butter in their lunches to carefully wash their hands after lunch and before going outside to play. Please be sure to notify the office if your child has a severe allergy to peanuts or other food.

Lunch deliveries

Lunch deliveries to students by sandwich or pizza places or other restaurants can be disruptive to the school. We recognize the occasional need for families to use such services when a student forgets a lunch, for example. However, all such orders must be communicated to the office staff before they are placed. If the office staff is not informed, office staff will send the delivery car back to the restaurant. The school is not responsible for any charges incurred in such situations. Food needs to be delivered by assigned lunch time, for late deliveries the food will be delivered to students at the end of the day. Lunch times: K-6: 11:40 a.m. 7, -12 12:10 p.m.

Closed Lunch

Cyber Village Academy does not allow students to leave school for lunch except under the supervision of the student's parent or guardian.

Quiet Lunch

In addition to the main lunch room in the gym, CVA provides a quiet lunch space during each lunch period. Students may choose to use this space at the beginning of any lunch period. The quiet lunch space is a place for a silent meal with minimal quiet conversation. Students who are not able to maintain the level of quiet expected will be asked to return to the main lunch room.

Netiquette

CVA Student Handbook

“Netiquette,” or Internet etiquette, are important rules that help people use electronic tools appropriately and avoid misunderstandings. CVA’s rules of netiquette are:

Maintain academic environment!

Use formal and informal styles appropriately

Avoid misunderstandings!

Consider your audience – all of it

Give others the benefit of the doubt

Avoid sarcasm

Disagree respectfully with the point, not the person

Address private disagreements or conflicts privately

DON’T USE ALL CAPS! IT’S SHOUTING!

Use social forums for socializing and academic forums for academics

Be efficient in your posts and emails!

Stay on topic

Write clearly, concisely with correct grammar and mechanics (proofread!)

Use formatting (bullets, paragraphs, numbering, indents, bolds, etc.) to improve readability and understanding.

Post and email only when you have something significant to contribute to the discussion

Avoid “empty” posts or group emails such as “I agree” or “cool.” Add to the discussion by explaining why you agree or why you think it’s cool.

Post links rather than long, copied passages

Use meaningful subject headers and thread topics

Be extra careful with humor

Follow rules and laws!

Obey copyright and plagiarism rules

Avoid illegal file-sharing or downloading

Respect other people’s privacy

Nondiscrimination Notice

Cyber Village Academy admits students of any race, color, creed, national or ethnic origin, sex or disability to all rights, privileges, programs and activities available to students at the school. Cyber Village Academy does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, gender expression, sexual orientation or disability in administration of its educational policies, admissions policies and other school administered programs.

Section 504 is an Act that prohibits discrimination against person with a handicap in any program receiving Federal financial assistance. The Act defines a person with a handicap as anyone who:

- Has a mental or physical impairment which substantially limits one or more major life activities (major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
- Has a record of such an impairment; or
- Is regarded as having such impairment.

Cyber Village Academy recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices at Cyber Village Academy.

Cyber Village Academy has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff, they have a right to a hearing with an impartial hearing officer.

PASCAL Program

PASCAL is Cyber Village Academy's fully online program for students in Grades K through 12 throughout the state of Minnesota. High School students have a wide range of choices that allow students to meet all graduation requirements. Each subject is supported by a highly qualified licensed teacher and aligned to MN standards. The PASCAL program provides flexibility and accountability to meet a range of student needs.

CVA's PASCAL program uses Edmentum Courseware and Calvert Learning as its online curriculum, instruction and grading tool. Edmentum Courseware (Grades 6—12) is designed for students to work asynchronously. Calvert Learning (Grades K—5) offers a flexible schedule for students to work at home with opportunity for guided lessons throughout the week. In order for students to have face to face time with CVA staff and students, PASCAL students will have a scheduled Advisory by grade level Monday—Wednesday and scheduled opportunities with their teachers each week for synchronous teaching and support in their coursework.

PASCAL students and the CVA community

PASCAL students are welcome and encouraged to take part in CVA activities, including on-campus events, extra-curricular activities and school-wide field trips. The PASCAL Coordinator will keep PASCAL students informed of such activities and how to sign up for them. On-campus events are on the website calendar and announced via our weekly email newsletter, News from the Village.

PASCAL students are also welcome and encouraged to use the CVA Study Center. The Study Center is available on Thursdays and Fridays for all students. Students may stay for all or part of the day and should bring a bag lunch if they are here over the noon hour. Students may work online using school computers or their own devices. Paraprofessionals are available all day to assist students, and meetings with specific teachers can be scheduled in advance to ensure that the teacher(s) the student wishes to meet with is/are available.

Orientation

All new students are required to attend an orientation with a parent/guardian. Generally this orientation is conducted at school by the PASCAL Coordinator and lasts approximately 90 minutes. If the student lives far from CVA or is otherwise unable to attend in person, arrangements can be made for an orientation using an online meeting platform. Along with student attendance, parent/guardian attendance is critical so that the parent can fully support the student at home.

At the orientation, students will receive an introduction to the software systems, their login information and a student handbook. The goal of the orientation is to provide families with all the information they need to start off and function successfully in the program.

Scheduling and workload

CVA Student Handbook

The PASCAL program strives to be very flexible, with just enough structure to keep students on track, motivated and successful. On a daily basis, there is no specific start/stop time or schedule that students are required to follow.

- Grades K—5: Guided lessons will be available at various times each day throughout the week. Students can choose to do the lessons asynchronously without teacher support. Students will need adult support at home as they engage in curriculum.
- Grades 6—12: May have occasional synchronous (real time) activities for which a student may log in at a particular time, most of the work is done asynchronously so students can complete their work at any time. This flexibility allows for students to follow their own biological clocks and balance home, work and school responsibilities. For some students, it also provides time for enrichment activities or extra-curricular activities.

The program is designed so that a typical student in Grades K—8 can complete their course load by completing 4-5 hours of work 4-5 days a week, while a high school student may need to work 6 or more hours 5 days a week, as they have a larger course load.

High School students should expect a rigorous workload of the core classes plus a variety of electives in order to meet Minnesota graduation requirements. Graduation requirements are the same for PASCAL students as they are for CVA's Fusion students, which generally require that students complete six year-long courses each year, or equivalent.

Tracking progress

It is important for students and their parents/guardians to keep track of student progress in all classes. Particularly in online classes, it's easy to fall behind and watch the work pile up. Edmentum Courseware system and Calvert Learning systems makes it easy for parents and students to check progress at any time.

The systems indicate what work needs to be completed, by assigning dates to all assignments. Student grades and progress toward completion of the course can also be found within the systems. All attendance is taken and recorded within CVA's PowerSchool tool. At the PASCAL orientation, the PASCAL coordinator will demonstrate what information is found in each of the tools, and will also suggest techniques for tracking progress.

Grades are given in all classes each semester. Any work for which a student wishes to receive credit for the semester must be submitted before the end of the last day of the semester or in advance of the teacher's deadline. Students earn grades based on work quality and completion. Students will earn zero points for missing assignments, which will be reflected in the semester grades.

Attendance

The PASCAL program does not have seat-time or specific login time requirements. Instead, CVA uses multiple criteria to measure attendance. In addition to more closely tying attendance to learning, this provides students with additional flexibility in when they complete their work. Attendance in our 100% online PASCAL program is taken on Monday for the previous week. The following criteria will be taken into account when taking attendance:

Grades K—5:

Attendance for the K-5 PASCAL program will be based on weekly work completion. In order to be marked present for a full week, a student must complete 15 assignments in the Calvert Learning System during that week (Monday - Sunday). This number will be pro-rated for weeks that have fewer than 5 days in them and/or if a student is taking a partial load through the Calvert Learning System. PASCAL Coordinator will make adjustments based on communication and progress monitoring, following criteria from page 16 for significant progress.

Grades 6—12:

1. Meeting weekly deadlines and curriculum requirements in all classes AND/OR
2. Attending synchronous learning time with their teachers and advisory class AND/OR
3. Attending on campus Study Center

Additional Information:

- **To be marked present work must be completed in each class, each week.**
- To be marked present work must be submitted by Sunday at 11:59 p.m. for the previous week. This includes both completed assignments as well as making significant progress toward completing assignments.
- Please see attendance section for additional information.
- Students are expected to engage with teachers throughout the week.
- Teachers will offer weekly opportunity for individual support.
- Advisories will meet Monday - Wednesday each week.

The goal of engaging with teachers and attending advisory is for students to be able to ask questions directly and to build relationships with CVA students and staff

Because the program is fully online, students rarely have to miss school due to weather, illness or other reasons. However, if circumstances prevent a student from completing the assigned work, parents should call the school and report the reason for the absence just as they would for a traditional school.

As required by state law, if a student does not submit work such that the equivalent of three or more nonconsecutive, unexcused absences are recorded, CVA will contact the family and file truancy in accordance with the requirements of the state and the student's county of residence.

If the student does not submit at least one day's worth of work for fifteen consecutive days, whether absences are excused or unexcused, the student will be withdrawn from Cyber Village Academy as required by state law.

PASCAL students in Grades K—5 will take a minimum of 4 courses (English, math, social studies, science). Grades 6-8 take four year long courses (English, math, science and social studies) as well as three courses in fine arts or PE/Health. Students are expected to "stay on track" in each class according to their course tracker provided in Edmentum Courseware.. PASCAL students in Grades 9-12 will also be taking four core classes (English, Math, Science, and Social Studies) in addition to at least 2 other classes each semester. High School students will work with the PASCAL and/or High School Coordinator in order to look through the PASCAL Course Catalog and sign up for additional courses.

Special education services, including those delivered at the school, do not qualify as attendance time unless specified by the IEP.

Communication

In the PASCAL program, it is particularly critical that students and parents maintain close communication with teachers and the PASCAL coordinator. Students and parents are encouraged to call or email teachers if there are any areas of confusion on the content, the work completed, grades, attendance or any other aspect of school work. The students who do best in PASCAL are the ones that communicate with teachers the most!

Moodle for PASCAL

CVA uses Edmentum Courseware and Calvert Learning for most of its PASCAL courses. If a PASCAL student enrolls in a class that is delivered through the Moodle platform and not through Edmentum, the PASCAL coordinator and content teacher will work with the individual student on how to navigate the Moodle system for the course..

Technical Support

Several technical support services are available to students in the PASCAL program. For technical problems with specific software or courses, it is best to contact the software company or course provider. Also, be sure to check company websites for answers to frequently asked questions. Technical problems with CVA systems should be directed to either the PASCAL Coordinator or the Technology Coordinator.

Robyn Consoer, PASCAL Coordinator:
651-523-7170 extension 207.
rconsoer@cybervillageacademy.org

Gerry Fuller, Technology Coordinator:
651-523-7170 extension 204.
gfuller@cybervillageacademy.org

Pesticides & Herbicides

Several times each year, usually in August and in April, pesticides and/or herbicides are applied to the grounds around the school by our landlord, Talmud Torah of Saint Paul. These applications are posted in advance on the entrance doors and whenever possible, included in News from the Village, our weekly newsletter. Additional information is available at the school office. (MN Statute 121A.30 Pesticide Application at Schools)

Plagiarism, Cheating & Copyright Infringement

Plagiarism is taking the ideas or writings of others and presenting them as if they are your own. This can apply to copying from a published source or internet site, or it can apply to copying another student's work on homework, online assignments, or tests. Proper citations should be used whenever any work contains quotes or images from other sources. Language arts and social studies classes will provide significant instruction in proper citation processes.

All CVA students will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions please ask a teacher. Specific guidelines are provided in several classes, including language arts, social studies and science.

Cheating is copying another student's work for assignments, tests or other work. This can include looking at another student's paper during a test, using a student-written paper found online, or otherwise engaging in an activity that detracts from the integrity of the assignment or test and its representation of your own learning.

Plagiarism, cheating and copyright infringement are not allowed under any circumstances. Plagiarized papers, tests on which a student cheated, or other work that violates standards of academic integrity will receive a zero and parents will be notified. CVA may take additional disciplinary action for severe or repeat offenses. Repeat offenses in the same class may result in a failing grade for the course for the quarter, semester or year.

Public Displays of Affection (PDA)

Being overly affectionate in school creates an environment that is not conducive to concentration and learning, and can be quite uncomfortable for others. Students should refrain from inappropriate, intimate behaviors on campus or at school related events & activities. Students are expected to show good taste and conduct themselves respectfully at all times. Violations of this expectation will be treated as a general misbehavior within the discipline policy.

Recess

Recess is 25 minutes long, with staff members overseeing the students. Students have 25 minutes for lunch and 25 minutes for free play. We encourage outdoor play when the weather allows. When the weather is too cold or too wet, we have indoor recess. On those days, the gym is available for active play and one or more classrooms will be available for quiet reading, games or conversation. All students are expected to participate in recess; fresh air and exercise are vital to learning. Indoor supervision is typically not available on outdoor recess days.

Recordings and Eavesdropping – Audio, video, and photos

Students and parents are allowed and encouraged to take pictures and make audio and video recordings of CVA's public performances and events. For reasons of privacy, safety, etiquette, and to minimize disruption, students and parents are prohibited from making video or audio recordings of students and classrooms without the permission of the school. If necessary, the school will secure parent permission prior to recording. Students and parents are also prohibited from eavesdropping on classrooms through electronic means such as cell phones or monitors.

Students and parents should recognize that exceptions to this may be made in the case of specific classroom projects assigned by the teacher. In addition, students and staff with legally allowed accommodations may use assistive technologies to support learning and/or job duties as allowed in IEP, 504 Plans and ADA documents.

The school may make audio or video recordings of students and classrooms for purposes of accountability, professional development or safety at any time. Such recordings will not be posted or otherwise publicly available.

Scent free school

Some of our students and staff members may have allergies or otherwise be sensitive to perfumes, colognes, scented soaps, and other strong odors. For this reason, we ask that students, parents and staff refrain from using or wearing such products on campus.

School Closings and Bad-Weather Plans

Safety and the well-being of students, families and staff is of utmost importance, therefore online days may be called due to weather or other safety concerns. Due to the reality that many of our families come from outside of CVA's immediate neighborhood we may call online days even when surrounding schools are in session.

Because of our unique nature as an online/on-campus program, school will usually be in session even when our building or other schools close. In the event of the school building closing due to weather or other emergency, an announcement will be placed on the school website and you will be notified by email. In addition, closings will be posted on WCCO channel 4 and KARE-11.

If a snow day or other building closing is announced, students should log into their Moodle accounts through our website and check for any assignments, check their email, and continue to learn! Teachers will generally have revised assignments or special emergency closing assignments on their Moodle pages by 9:00 am. It is essential that families discuss emergency plans with their children in the event that school is closed and parents/guardians need to be away from their home.

School Pictures

Every fall we offer individual school pictures through Lifetouch Photography. Please remind your child to smile and wear suitable clothing (you may want them to bring something to change into). We will send home information packets via student advisory class prior to picture day. If families wish to purchase picture packages, payment is required in advance or on picture day. Students will also receive a class composite at no charge. Dates are listed in the school calendar and posted on our website.

School Supplies

A list of required school supplies is emailed to all CVA families before the start of the school year. The school supplies list is also available for download at our website or you may pick one up from the office.

We also ask all families to help out the school by donating a small number of supplies as you are able. Requested items are detailed on the school supplies list.

Service Animals

In accordance with the Americans with Disabilities Act (ADA), Cyber Village Academy allows students who need them to have service dogs. CVA asks that families provide medical documentation regarding the student's need for a service dog and the services that the dog is trained to provide. Whenever possible, CVA asks that this documentation be provided and discussed prior to the animal beginning work at CVA.

Properly trained service dogs will not be a disruption to a classroom or other school environment. Disruptive animals will not be allowed to return to school until additional training is completed.

Students and staff are asked to refrain from petting, greeting or otherwise interacting with these working animals unless given permission to do so.

Therapy animals, comfort pets, and other such animals that are not medically necessary or trained as service dogs are not allowed.

Sexual, Religious or Racial Harassment & Violence

General Statement of Policy

Everyone at Cyber Village Academy has a right to feel respected and safe. We strive to prevent religious, racial or sexual harassment and violence of any kind.

A harasser may be a student or an adult. Harassment may include the following when related to actual or perceived religion, race, sexual identity, gender, gender expression:

- Name calling, jokes or rumors
- Pulling on clothing

- Graffiti
- Notes or cartoons
- Unwelcome touching of a person or clothing
- Offensive or graphic posters, book covers
- Any words or actions that are intended to cause significant discomfort, embarrassment or emotional distress.

If any words or action make you feel uncomfortable or fearful, you can tell a teacher, the director, or office staff. You may also make a written report. It should be given to a teacher, the director or office staff member. Your right to privacy will be respected as much as possible. We take seriously all reports of religious, racial, sexual harassment, or violence and will take all appropriate actions based on your report. Cyber Village Academy will also take action if anyone tries to intimidate you or take action to harm you because you have reported.

Sexual, (including sexual orientation, gender expression and affection preference), ethnic/racial harassment and harassment based on religious beliefs or practices and disability are forms of discrimination which violate either Section 703 or Title VII of the civil Rights act of 1964, as amended, 42 U.S.C. Section 2000e, et. Seq. And/or MN Human Rights Act, Minnesota State Section 363.01-363.15 (1993). Sexual (including sexual orientation and affection preference), ethnic/racial, religious or disability violence is a physical act of aggression directed towards a person or groups of persons because of their sex, ethnic/racial background, religion or religious practices, disability, sexual orientation or affection preference. Violence directed toward a person or persons because of the person's sex, ethnic/racial, religion or religious practice, disability, sexual preference is also a violation of these same statutes and may also represent a criminal law violation.

It is the policy of CVA to maintain learning and working environments free of harassment based on real or perceived sex, gender, gender expression, race, race/ethnicity, religion or religious practices, disability, sexual orientation or affection preference and other forms of harassment and violence. CVA prohibits any form of sexual, ethnic, religious, disability, sexual orientation or affection preference or other improper harassment and violence.

It shall be a violation of this policy for any pupil, teacher, administrator, or other school personnel of Cyber Village Academy to harass a pupil, teacher, administrator, or other school personnel through conduct or communication of a sexual nature or regarding race/ethnic religion or religious practices, disability, sexual orientation or sexual preference and other forms of harassment as defined by this policy. (For purposes of this policy, school personnel includes: school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of CVA).

Cyber Village Academy will investigate all complaints, either formal or informal, verbal or written, of actions or statements which may constitute sexual, ethnic/racial, religious, disability, sexual orientation or affection preference or other improper harassment or violence and will discipline or take appropriate action against any public, teacher, administrator or other school personnel who harasses or is violent toward any pupil, teacher, administrator or other school personnel of Cyber Village Academy. Cyber Village Academy also reserves the right to discipline any student or employee for derogatory sexual, ethnic/racial, religious, disability, sexual orientation or affection preference related statements or conduct which do not constitute illegal harassment or violence on the aforementioned bases but nonetheless are inappropriate.

Cyber Village academy shall not deny due process or equal protection of the law to any pupil involved in a dismissal proceeding, which may result in suspension, exclusion, or expulsion. The Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§127.26 to 127.42 shall

be followed in all pupil dismissal proceedings.

Definitions: Sexual, Ethnic/Racial, Religious, Disability, Sexual Orientation and Affectional Preference Harassment/Violence TITLE IX

A. **Sexual harassment** (including sexual orientation and affectional preference) definition:

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct, or communication of a sexual nature when:
 - a. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, of obtaining an education or of transacting business with the Cyber Village Academy; or
 - b. Submission to or rejection of that conduct or communication by a person is used as a factor in decisions affecting that individual's employment, education or business with the Cyber Village Academy; or
 - c. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with a person's employment, education or business with the Cyber Village Academy, or creating an intimidating, hostile or offensive employment, education or business environment.
2. Sexual harassment includes but is not limited to the following behaviors:
 - a. Unwelcome statements of a sexual nature;
 - b. Unwelcome solicitation or pressure for sexual activity;
 - c. Intentional brushing against, patting, or pinching of another's body;
 - d. Requests for sexual favors accompanied by implied or overt threats concerning an individual's employment, education, or business with the Cyber Village Academy; or
 - e. Any sexually motivated unwelcome touching.
3. Sexual violence is a physical act of aggression that includes a sexual act or sexual purpose.

B. **Racial/ethnic harassment** definition: Racial ethnic harassment consists of physical or verbal conduct relating to an individual's race/ethnicity when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. Otherwise adversely affects an individual's employment or academic opportunities.

C. **Religious harassment** definition: Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. Otherwise adversely affects an individual's employment or academic opportunities.

D. **Disability** definition: Disability consists of physical or verbal conduct that is related to an individual's disability when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic

performance; or

3. Otherwise adversely affects an individual's employment or academic opportunities.

E. **Racial/ethnic violence** definition: Racial violence is a physical act of aggression, or assault upon another because of, or in a manner reasonably related to race.

F. **Disability violence** definition: Violence based on a disabling condition is a physical act of aggression or assault upon another because of, or in a manner reasonably related to the person's disability.

G. **Religious violence** definition: Religious violence is a physical act of aggression or assault upon another because of or in a manner reasonably related to religion.

H. **Other forms of general harassment** definition:

General harassment is defined as acts of a derogatory nature directed towards an individual which is usually associated with, but not limited to, an individual's accent or language background, weight, height, status with regard to public assistance, gender or national origin, association with person's who are subjected to harassment based on the categories identified above, subordinate relationships (including class or on the worksite) student to staff relationships and peer to peer relationships, when the act:

1. Has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. Has the purpose or effect to substantially or unreasonably interfering with an individual's work or academic performance; or
3. Otherwise adversely affects an individual's employment or academic opportunities.

I. **Sexual violence** definition

1. Sexual violence is a physical act of aggression or force of the threat thereof which involves the touching of another's intimate parts, as defined in MN Statute Section 609.341. Subd 5, includes the primary genital area, groin, inner thigh, buttocks, or breast.
2. Sexual violence may include, but is not limited to:
 - a. Touching, patting, grabbing or pinching another person's private parts, whether that person is of the same sex or the opposite sex;
 - b. Coercing, forcing or attempt to coerce or force the touching of anyone's intimate parts;
 - c. Coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. Threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.
 - e. In any of these cases listed above, touching of the clothing covering the immediate area of the intimate parts.

J. **Assault definition** - Assault is:

1. An act done with intent to cause fear in another of immediate bodily harm or death
2. The intentional infliction of or attempt to inflict bodily harm upon another
3. The threat to do bodily harm to another with present ability to carry out the threat
4. A fight in which multiple students are ganging up on one other student

K. **Suspension definition** – Suspension is:

An action taken by the school administrator, under rules promulgated by the school board, prohibiting a pupil from attending school for a period of no more than ten (10) school days. If a suspension is longer than five (5) days, the director must provide the school board with a reason for the longer suspension. (An explanation on the suspension form is sufficient notification to the Board of Directors for the longer suspension.) This definition does not apply to dismissal from

school for one school day or less. Each suspension action shall include a readmission plan. The readmission plan shall include, where appropriate, a provision for alternative programs to be implemented upon readmission. Suspension may not be consecutively imposed against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to surrounding persons or property. In no event shall suspension exceed 15 school days, provided that an alternative program shall be implemented to the extent that suspension exceeds five days. During the length of the suspension, the suspended student may not be given credit for missed assignments and/or participation grades. These assignments may be graded as zeros.

Suspensions will be served Monday, Tuesday and/or Wednesday, with the potential loss of privilege for Study Center on Thursday and Friday. Curriculum will still be available for students on-line Thursday and Friday, as it is for all students.

L. **Expulsion definition** - Expulsion is:

An action taken by the School Board to prohibit an enrolled pupil from further attendance for a period not to exceed one year.

M. **Exclusion definition** - Exclusion is:

An action taken by the school board to prevent enrollment or re-enrollment of a pupil for up to one year.

Smoke-Free/Tobacco Free Environment

CVA is a tobacco and smoke-free facility in accordance with state law governing school properties. Tobacco use of any

kind and smoking of any kind, including e-cigarettes, is prohibited in all of our indoor and outdoor environments, as well as on school-sanctioned field trips or other off-campus events. CVA students violating this policy are subject to disciplinary action. Adults and non-CVA students violating this policy will be asked to cease the activity and may be asked to leave the premises.

Special Education

Cyber Village Academy complies with the requirements of *Individuals with Disabilities Education Act* (IDEA), Public Law 102-119. The major purposes of IDEA are:

To protect the rights of children with disabilities. IDEA ensures students with disabilities have access to a free appropriate public education free and appropriate public education (FAPE), just like all other children. Schools are required to provide special education in the least restrictive environment. That means schools must teach students with disabilities in general education classroom whenever possible.

To give parents a voice in their child's education. Under IDEA, you have a say in the educational decisions the school makes about your child. At every point of the process, the law gives you specific rights and protections. These are called procedural safeguards.

Not every child with learning and attention issues is eligible for special education services under IDEA. A child must be found to have one of the thirteen kinds of disabilities that IDEA covers.

Students with disabilities don't automatically qualify for special education services. In order to be eligible, a student must:

- Have a disability *and, as a result of that disability...*
- Need special education in order to make progress in school

A hallmark of our model – for both the Fusion and PASCAL programs -- is meaningful, ongoing collaboration among families, regular and special education teachers, related service providers, and our administration. We actively value strong parent partnerships as being an integral component to successfully meeting the needs of our students. Our program is well equipped to meet academic, sensory, executive functioning, social/emotional, health and physical impairment needs through a flexible approach. We actively focus on the strengths of our students while providing appropriate services and supports. We support students to proactively get their needs met through development of effective self-advocacy skills.

CVA provides individualized special education services within an inclusive model, where students spend as much time as possible in the regular education setting. Related services are determined by evaluation results and through team decisions. Commonly provided related services include: social work, occupational therapy, speech/language, vision, physical/health disabilities. These services may be provided in 1:1 or small group sessions and will occur in either the regular or special educational setting. Our service providers are highly valued members of the team and regularly consult and collaborate with regular and special education staff as well as parents.

Our commitment to providing top-notch special education services involves intentionally working with students at age-appropriate levels and in a disability-informed manner to foster responsibility, independence, and self-efficacy skills.

Part of this work means recognizing what special education is *not*:

- tutoring in regular education courses;
- assurance that students will pass classes;
- assurance that students will not be truant;
- a cure. Services assist in removing barriers caused by the disability but doesn't remove the disability;
- for below average academic performance alone.

For more information contact the Director of Special Education at 651-523-7170.

Standardized Testing

Cyber Village Academy is a public school, and is required by the Minnesota Department of Education to conduct the MCA Reading, Math and Science tests every year according to the state schedule.

All students from Fusion and PASCAL are required to take the tests for their appropriate grade levels as designated by the State of Minnesota. These tests are conducted on campus in April. Test results are mailed to parents when they become available.

In addition, CVA administers NWEA tests every fall and spring to give us more specific data on the growth of individual students. These tests give us information that we can use to develop support programs and report to our authorizer. NWEA testing is required of all K-8 CVA students. Testing dates are listed in the school calendar and are also posted on the CVA website.

To opt out of testing please contact the Student Services Coordinator at 651-523-7170 ext. 101.

Study Center and Online Days

During online days, teachers are available for instruction, extra help and other learning support via email or phone when it is needed and through the online communication tools in Moodle. During online days, you can expect a teacher to return an email or phone call within about two hours. In addition, all teachers have specific office hours when they will be at their desk. During those times, you can expect a prompt reply to emails or phone calls.

Study Center

The elementary, middle and high school Study Centers are available at CVA on online days from 8:30-3:30. Although students may come for any portion or all of the day and do not need to sign up in advance, families do need to attend a Study Center orientation. (see more below). We will inform you of any changes in the Center's schedule via our weekly e-newsletter, News from the Village. Schedule changes will also be posted on our website's school calendar.

The Study Center is monitored by an adult at all times. Although extended individual tutoring sessions are generally not possible, the Study Center staff and teachers will help students with their work as time allows.

All of CVA's Fusion and PASCAL students are welcome to use the Study Center. Students may come in for any reason, such as:

- They don't understand how to do an assignment.
- Parents are not available to help on a particular day or assisting with a particular assignment.
- Students feel like they are falling behind.
- Students have projects to work on with other students (often this is allowed in the classroom of the relevant teacher)
- Students just want a quiet place to work free of the distractions at home.

High School Schedule: To continue to promote student's independence and self-reliance regular study center will be offered on Thursday for high school students. Study center on Friday will be by appointment in 1-3 hour time-slots. Students sign-up for these time-slots in advance indicating the work they plan to do and if they would like to meet with a specific teacher. Teachers will continue to be available by appointments on both Thursday and Fridays and through email, phone calls and google meet/hangout.

Guidelines for Use of the Study Center

All students are welcome to use Study Center. Prior to using Study Center parents/students should review study center guidelines:

- Students will follow the schedule and room assignment for Study Center work time that is provided. The schedule includes lunch, recess and breaks.
- Recess and breaks will be outdoors unless the weather prevents it, so students should bring appropriate clothing and outerwear.
- Students should come to Study Center with a specific list of work they need to complete. If the student does not have enough work for the entire day, they should plan on coming only for the amount of time they need or they may bring a book to read. If work is completed, students are to remain focused on academic activities. Gaming and other non-academic activities are not permitted.
- Once at CVA, students must stay until they are ready to leave for the day. Students may not repeatedly leave and return during the day.
- For security purposes, if picking up elementary or middle school students prior to 3:30, a parent must call the front office WHEN THEY ARRIVE AT SCHOOL. The front office will have the student then come out the main doors.
- High school students are allowed to sign themselves out and leave campus without a parent. Only in the case of an exceptional circumstance (medical appointment) will a high school student be allowed to return back to campus. CVA must receive written consent from a parent/guardian to allow the return back on campus after a high school student signs themselves out.
- CVA does not offer hot lunch on online days, so if a student is going to be at CVA over the lunch hour they will need to bring a bag lunch.
- Coming to study center does not guarantee that all work will be completed.
- Study Center is a privilege, meaning there is no loss of educational access if students do not attend study center. All assignments are designed to be completed off-campus.

- Students are expected to follow handbook expectations and be respectful of others who are also working. All relevant aspects of the handbook apply equally on Study Center days, and Study Center staff will enforce school rules accordingly.
- If a student misbehaves and is unable to correct the misbehavior, the student will be sent home.
- If a student has been sent home from study center 3 times in a quarter, they will have lost their privilege to study center for remainder of the quarter.
- Students are expected to complete their online assignments even if they lost their study center privilege.

Support Services: Title 1 & ADSIS

Cyber Village Academy participates in the federal Title I program to provide assistance to targeted students through the use of NWEA MAP assessments administered in the fall. Title I is designed to help students served by the program to achieve proficiency on challenging State academic achievement standards. CVA provides Title I services through using content-area licensed teachers or other instructional staff working under the direction of a licensed teacher. CVA ensures effective involvement of parents and supports a partnership among the school and parents in order to improve student achievement by providing information and training to parents and collecting parent feedback at our annual Title I Parent Input Meeting each January.

Alternative Delivery of Specialized Instructional Services (ADSI) is an application process for districts and charter schools to apply for state special education aid. The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of inappropriate referrals to special education by providing support early to struggling students. Districts are expected to align the ADSIS program within their existing continuum of supports, collect data as specified in the application, and submit evaluation information to the Minnesota Department of Education (MDE) each year to determine program impact. For more information please contact the Title I & ADSIS Coordinator, Lead Teacher Robyn Consoer.

Toys and Fidgets

Cyber Village Academy recognizes that some students, particularly younger ones, can sometimes benefit from having a favorite toy at school. If your child brings a toy from home to play with during lunch or recess, please ask him/her to keep it in their backpack until break to minimize distractions during class. Students who bring toys from home need to be prepared to share them with others. Toys should be small, safe, and non-electronic. Toy weapons of any kind are not permitted.

Fidgets, including fidget spinners, can help some students remain calm and focused, and CVA allows fidgets for this purpose. If a fidget becomes a distraction rather than a support, CVA may require the student to use a different fidget or may revoke the privilege of using fidgets.

Transportation

Cyber Village Academy has several options for transporting students to school in order to provide families with flexibility while keeping CVA transportation costs as low as possible. Families choose from the following options, and if your needs change during the year, you may make a different selection any time during the year by contacting the school office.

Things to remember:

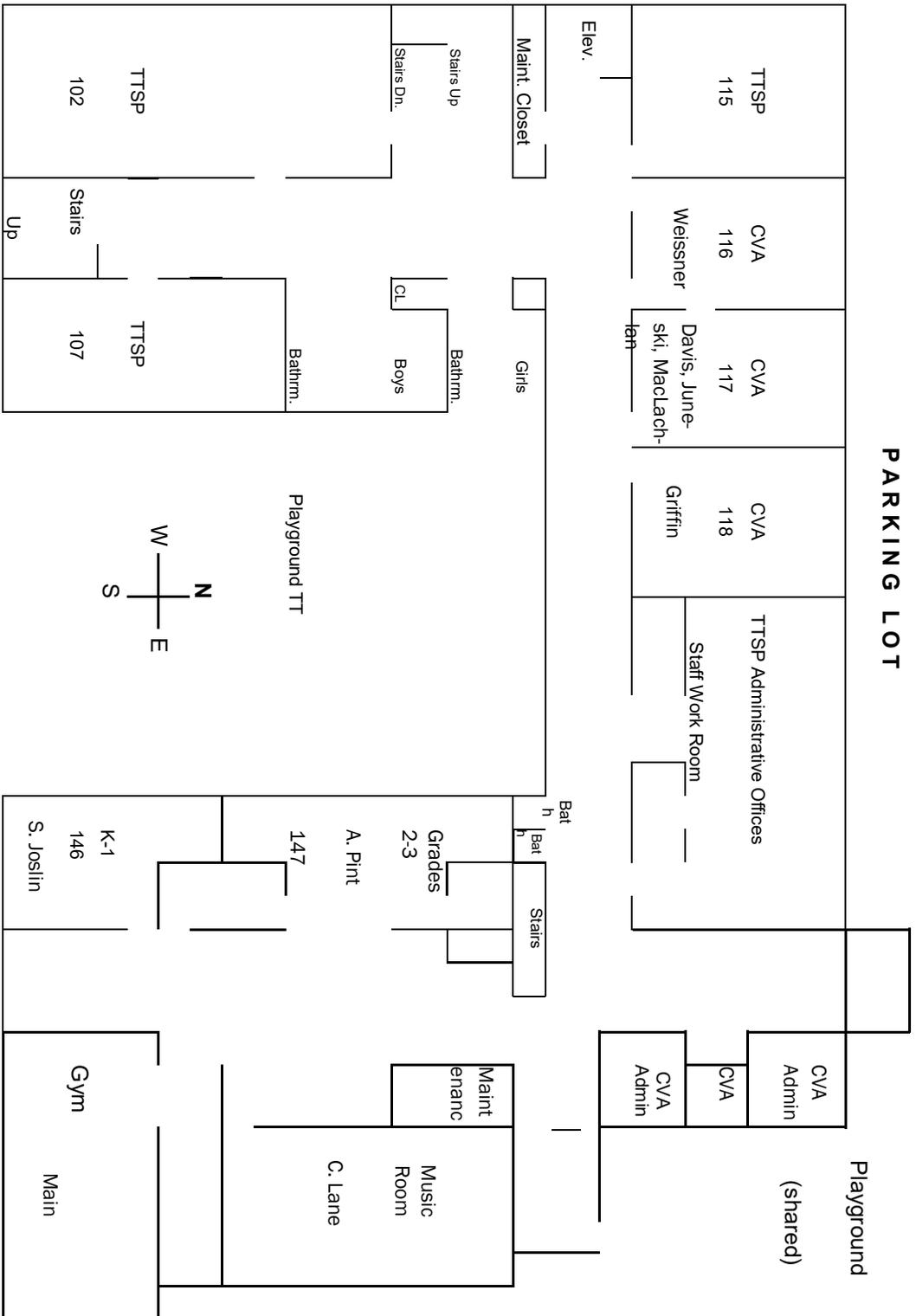
1. *When in doubt ask your advisory teacher or another adult in the space.*
2. *No question is a bad question.*
3. *Come ready to learn, get support when you need it.*
4. *Check your email daily.*
5. *Parent(s)/Guardian(s) check PowersSchool for attendance and grades.*
6. *Read News from the Village (NFTV) for updates.*

Add to the list on things that will help you find success:

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

FIRST FLOOR

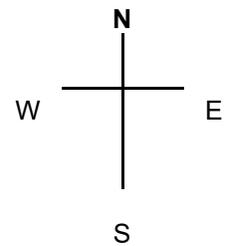
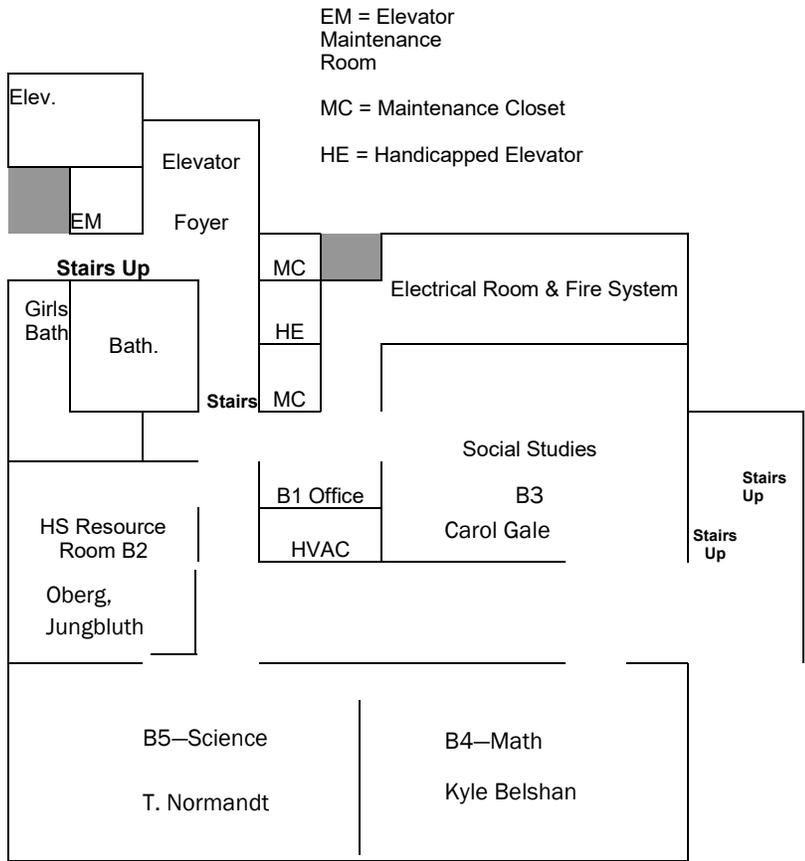
PARKING LOT



Ford Parkway

BASEMENT LEVEL– High School

H
A
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E

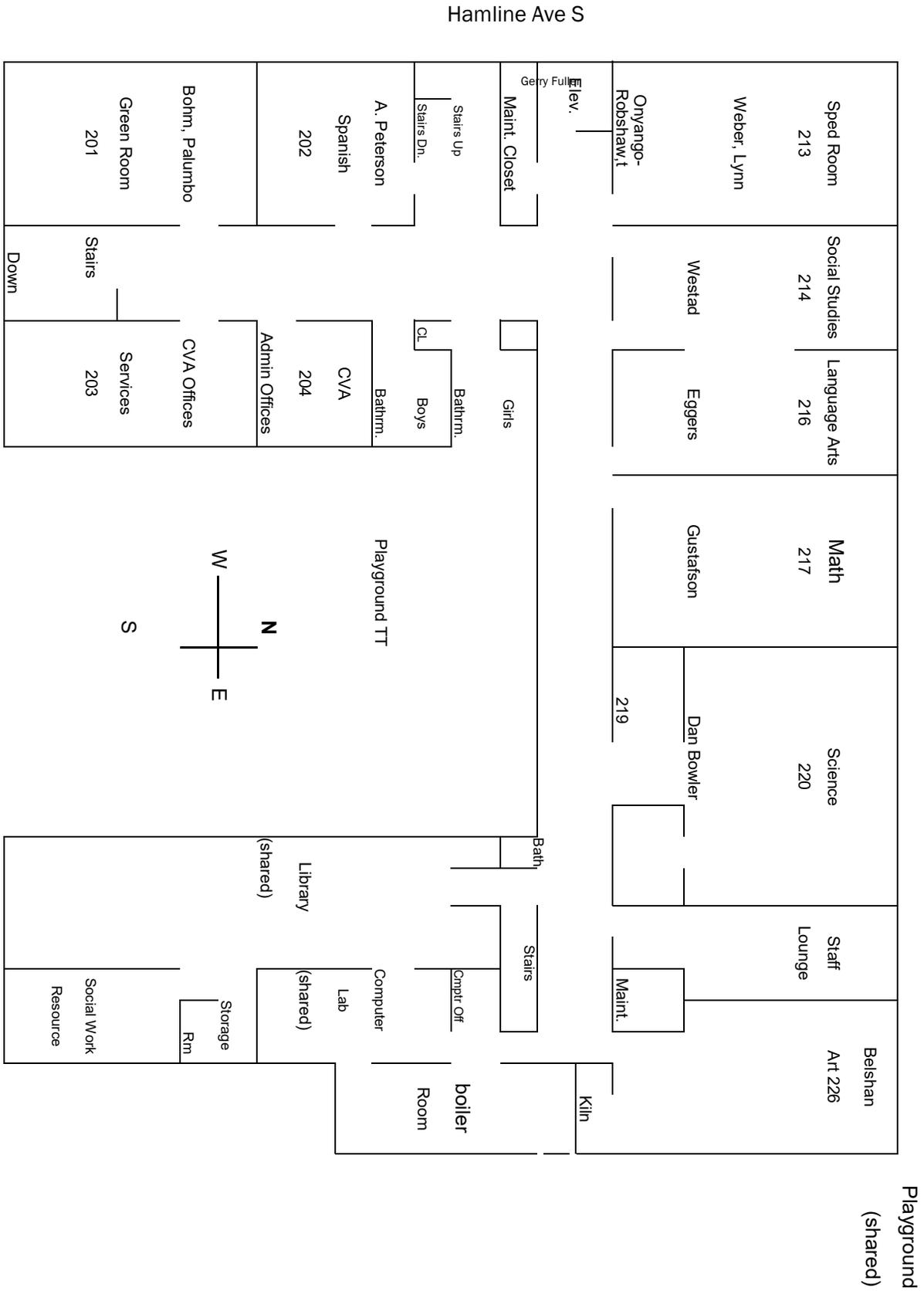


FORD PKWY

Maps are intended to be approximations only

SECOND FLOOR

PARKING LOT



Maps are intended to be approximations only

Accreditation by:



Cyber Village

A C A D E M Y

Inspiring, challenging and preparing students
on campus and online



We are Cyber Cats!



Student/Parent Handbook 2021-2022

Phone: 651-523-7170 Fax: 651-523-7113
www.cybervillageacademy.org

Cyber Village Academy prepares students to meet the challenges of a rapidly changing world with confidence by helping them to become inquiring, knowledgeable, caring and active citizens who value academic rigor, integrity, self-reliance and compassion.

Cyber Village Academy admits students of any race, color, creed, national or ethnic origin, sex or disability to all rights, privileges, programs and activities available to students at the school. Cyber Village Academy does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, gender expression, sexual orientation or disability in administration of its educational policies, admissions policies and other school administered programs.