



MOUNT DORA  
CHRISTIAN ACADEMY

— Est 1945 —



## INSTRUCTIONAL CONTINUITY PLAN

# INSTRUCTIONAL CONTINUITY PLAN FOR DIGITAL LEARNING

MOUNT DORA CHRISTIAN ACADEMY

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## INTRODUCTION

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The Instructional Continuity Plan has been created to provide flexibility for students and their families in the event of a health emergency or other crisis resulting in high levels of absenteeism or the need to close the school campus for a period of time. This plan defines the expectations of students, parents, and teachers relative to distance learning as well as the options provided for content delivery, student management, and services relative to mental and emotional health and physical well-being. Procedures for measuring student progress and recording student attendance are also included.

The mission of MDCA, educating for life and eternity, is largely dependent upon the relationships which are formed between students and their teachers. Understanding that remote learning is not the ideal setting for building such relationships, teachers, students, and parents must be intentional in their efforts to maintain the connection between home and school. Students are encouraged to advocate for themselves by contacting the teacher if assignments are unclear, content is not understood, or an extenuating circumstance is preventing the student from participating.

The Canvas learning management system provides the structure for all lesson planning, some content delivery, assignment submission, and grading. The use of this system allows a seamless transition from the classroom to home and back again for students impacted by a health emergency or other crisis. Canvas is also used to maintain communication to the student body at large, class communication from teachers, discussions, chats, and online conferencing. Other platforms and resources may be made available to students and teachers and are outlined in this document.

Students enrolled in the 6<sup>th</sup>-12<sup>th</sup> grades are required to provide a Chromebook or laptop as a condition of enrollment at MDCA. These devices are used during traditional face-to-face instruction as well as remote learning. Each family is expected to have sufficient access to network services in order to access the online learning management system. Devices for students in Kindergarten through fifth grade may be made available for home use on a limited basis.

The Instructional Continuity Plan is subject to change as conditions warrant or new resources become available. Student health and well-being, followed by student achievement, will be the driving factors behind any decisions made in regard to distance learning. It is our sincere desire that all of our students' needs, whether academic, social, emotional, or spiritual, continue to be met in a manner that prepares them well for life and eternity.

## HYBRID AND REMOTE LEARNING EXPECTATIONS

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### STUDENTS:

- Ensure that you know your passwords for all online platforms and textbooks
- Participate in every course and submit assignments on time
- Understand the document types accepted by Canvas and make sure all assignments are submitted in the correct format
- Maintain the highest standard of integrity and adhere to the academic honesty policy
- Dedicate the appropriate amount of time to interact with course materials and complete assignments
- Log into every course daily in order to be counted present
- Contact your teacher when you need help

### TEACHERS:

- Develop high quality learning experiences for students, make appropriate adjustments for those participating remotely
- Ensure assignments are aligned to the appropriate standards
- Maintain balance in the amount of work assigned
- Monitor student engagement and participation
- Maintain communication with students and parents
- Be available for assistance as needed
- Be aware of and deliver appropriate accommodations as needed
- Provide valuable feedback that allows the student to improve his or her performance
- Ensure sufficient opportunities for students to demonstrate mastery and grades that accurately reflect the student's performance.
- Assess students at various levels of learning
- Engage in professional development to ensure best online practices

### PARENTS AND FAMILIES:

- Monitor the time spent engaged in online activities and other required assignments
- Maintain communication with your student's teacher
- Engage your student in conversations regarding his or her assignments
- Support your student's need for balance by providing time for physical activity and leisure activity
- Ensure the availability of an appropriate device for online learning and reliable internet access

## CONTENT DELIVERY

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The Instructional Continuity Plan affords teachers and students the flexibility to meet the learning needs of students during a health emergency. To maximize the benefit of hybrid or remote learning, teachers are encouraged to choose instructional methods which are familiar to students to ensure continuity in the learning process. Teachers, as professionals, are given the flexibility to choose from among resources provided by the school and others identified and vetted by the teacher. It is expected that a combination of these resources will be used and adapted to the online learning model following the approved curriculum guide. As a Christian school, it is also expected that all lessons will be planned and presented from the Christian worldview. The following models have been approved for use by teachers at MDCA:

### TRADITIONAL CLASSROOM MODEL

- Teacher selected instructions and materials posted and outlined in Canvas
- Delivery may be live, via video, or via online platforms
- Student collaboration may be live or via digital platform
- Student-teacher communication may be live or via digital platform
- Assessment is given in varied formats and at multiple levels of learning
- Students are expected to attend class daily on campus
- Annual standardized testing administered on campus

### HYBRID MODEL

- Open to grades K-12
- Teacher selected instructions and materials posted and outlined in Canvas
- Delivery may be live, via teacher-created video, or via online platforms. Delivery may be livestreamed or interactive via Panopto or Zoom
- Student collaboration is both live and via digital platform
- Student-teacher communication occurs both live and via digital platform or telephone
- Assessment is given in varied formats and at multiple levels of learning
- Students working from a remote location may be required to report to campus outside of school hours for labs or other presentations
- Students are expected to participate in class daily
- Students working from a remote location must complete the same assignments and observe the same due dates as those participating on campus
- Annual standardized testing administered on campus, students working from a remote location may be required to report to campus outside of school hours for testing



## REMOTE LEARNING

- Teacher selected instructions and materials posted and outlined in Canvas
- Delivery may be via teacher-created video, or via online platforms. Delivery may be livestreamed or interactive via Panopto or Zoom
- Student collaboration is via digital platform
- Student-teacher communication occurs via digital platform or telephone
- Assessment is given in varied formats and at multiple levels of learning
- Labs and other presentations are completed virtually
- Students are expected to participate in class daily and observe all due dates as posted in Canvas
- Teachers may extend deadlines to accommodate extenuating circumstances
- No standardized testing

Families of K-12 students may choose hybrid learning anytime that the school health code response moves to code B or C. Hybrid learning is flexible and students may return to the classroom as conditions improve or, in cases of illness, the student has recovered. Hybrid learning is not, however, designed to be utilized on a day to day basis. Any absence of fewer than five consecutive days will be subject to the standard absence and make-up policy unless approved by an administrator.



## PRE-KINDERGARTEN

Pre-Kindergarten students should be involved in academic activities for an average of 2 hours each day. The remainder of the day should include a balance of physical activity, social interaction, and creative expression.

Early Learning Domains	Daily Time on Task	Assignment types and Resources
Language & Literacy	30 minutes	<ul style="list-style-type: none"> <li>Teacher lessons/assigned activities</li> <li>Starfall or ABC Mouse teacher assigned lessons</li> <li>Epic books class code for online books/library</li> <li>You tube – Jack Hartman letter/sound review</li> <li>Daily Vroom activities</li> </ul>
Mathematical Thinking	30 minutes	<ul style="list-style-type: none"> <li>Teacher lessons/assigned activities</li> <li>Starfall or ABC Mouse teacher assigned lessons</li> <li>Happynumbers.com – K level</li> <li>Daily Vroom activities</li> </ul>
Scientific Inquiry/Social Studies	20 minutes	<ul style="list-style-type: none"> <li>Scholastic learn at home activities</li> </ul>
Bible	20 minutes	<ul style="list-style-type: none"> <li>Teacher assigned activities</li> </ul>
Physical Development/Creative Expression	40 minutes	<ul style="list-style-type: none"> <li>Outside play</li> <li>Movement and music online activities from you tube</li> </ul>
Social and Emotional Development	As needed	<ul style="list-style-type: none"> <li><a href="#">Ready Rosie</a> activities</li> </ul>
<b>Total time on task: 2 hours daily/10 hours per week</b>		

Teachers will utilize the Canvas learning management system for parent and student communication. During remote learning, daily plans and activities will be accessible through Canvas. Teachers will provide a recommended daily schedule and will be available to offer assistance during office hours each day. Office hours are posted in Canvas.



## ELEMENTARY (K-1)

Elementary (K-1) students should be involved in academic activities for a minimum of 3 hours each day. The remainder of the day should include a balance of physical activity, social interaction, and creative expression.

Content Areas	Daily Time on Task	Assignment types and Resources
Reading and Language Arts	45 minutes	<input type="checkbox"/> Phonics activities <input type="checkbox"/> Phonemic Awareness activities <input type="checkbox"/> Writing activities <input type="checkbox"/> Teacher recording <input type="checkbox"/> Teacher screencast <input type="checkbox"/> Edgenuity <input type="checkbox"/> Accelerated Reader <input type="checkbox"/> Web Conferencing
Mathematics	45 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Teacher recording <input type="checkbox"/> Teacher screencast <input type="checkbox"/> Edgenuity <input type="checkbox"/> Web Conferencing
Science or Social Studies	20 minutes	<input type="checkbox"/> Reading <input type="checkbox"/> Teacher recording <input type="checkbox"/> Teacher screencast <input type="checkbox"/> Crafts <input type="checkbox"/> Independent exploration <input type="checkbox"/> Select educational technology
Bible	20 minutes	<input type="checkbox"/> Teacher assigned activities
Art or Music	20 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> You Tube <input type="checkbox"/> Select educational technology <input type="checkbox"/> Student choice
Physical Education	30 minutes	<input type="checkbox"/> Teacher recording <input type="checkbox"/> You Tube <input type="checkbox"/> Free play
<b>Total time on task: 3 hours daily/15 hours per week</b>		

Teachers will utilize the Canvas learning management system for parent and student communication. Daily plans and activities will be accessible through Canvas. Teachers will provide a recommended daily schedule and will be available to offer assistance during office hours each day. Office hours are posted in Canvas.

## ELEMENTARY (2-5)

Elementary (2-5) students should be involved in academic activities for a minimum of 4 hours each day. The remainder of the day should include a balance of physical activity, social interaction, and creative expression.

Content Areas	Daily Time on Task	Assignment types and Resources
Reading and Language Arts	60 minutes	<input type="checkbox"/> Reading comprehension activities <input type="checkbox"/> Writing assignments <input type="checkbox"/> Teacher recording <input type="checkbox"/> Teacher screencast <input type="checkbox"/> Edgenuity <input type="checkbox"/> Accelerated Reader <input type="checkbox"/> Web Conferencing
Mathematics	60 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Teacher recording <input type="checkbox"/> Teacher screencast <input type="checkbox"/> Edgenuity <input type="checkbox"/> Web Conferencing
Science or Social Studies	30 minutes	<input type="checkbox"/> Reading <input type="checkbox"/> Teacher recording <input type="checkbox"/> Teacher screencast <input type="checkbox"/> Crafts <input type="checkbox"/> Independent exploration <input type="checkbox"/> Select educational technology
Bible	30 minutes	<input type="checkbox"/> Teacher assigned activities
Art or Music	30 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> You Tube <input type="checkbox"/> Select educational technology <input type="checkbox"/> Student choice
Physical Education	30 minutes	<input type="checkbox"/> Teacher recording <input type="checkbox"/> You Tube <input type="checkbox"/> Free play
<b>Total time on task: 4 hours daily/20 hours per week</b>		

Teachers will utilize the Canvas learning management system for parent and student communication. Daily plans and activities will be accessible through Canvas. Teachers will provide a recommended daily schedule and will be available to offer assistance during office hours each day. Office hours are posted in Canvas.

## MIDDLE SCHOOL (6-8)

Middle School (6-8) students should be involved in academic activities for a minimum of 5.25 hours each day. The remainder of the day should include a balance of physical activity, social interaction, and creative expression.

Content Areas	Daily Time on Task	Assignment types and Resources
Reading and Language Arts	60 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Teacher recording <input type="checkbox"/> Guided reading selections <input type="checkbox"/> Novel studies <input type="checkbox"/> Select educational technology <input type="checkbox"/> Writing assignments <input type="checkbox"/> Independent Research <input type="checkbox"/> Web Conferencing <input type="checkbox"/> EBSCO, Pro-Quest, JStor
Mathematics	60 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Teacher screencast <input type="checkbox"/> WebAssign <input type="checkbox"/> Select educational technology <input type="checkbox"/> Web Conferencing
Science	45 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Teacher recording <input type="checkbox"/> Teacher screencast <input type="checkbox"/> Select educational technology <input type="checkbox"/> Independent Research <input type="checkbox"/> EBSCO, Pro-Quest, JStor
Social Studies/history	45 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Teacher recording <input type="checkbox"/> Select educational technology <input type="checkbox"/> Writing assignments <input type="checkbox"/> Independent research <input type="checkbox"/> EBSCO, Pro-Quest, JStor
Bible	45 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Teacher recording <input type="checkbox"/> Select educational technology <input type="checkbox"/> Discussion posts-Canvas <input type="checkbox"/> Independent research

Content Areas	Daily Time on Task	Assignment types and Resources
Electives	30 minutes ea.	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Select educational technology <input type="checkbox"/> Teacher recording <input type="checkbox"/> Teacher screencast
Physical Education	30 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Teacher recording <input type="checkbox"/> You Tube <input type="checkbox"/> Student choice
Total time on task: 5.25 hours daily/21.25 hours per week		

Teachers will utilize the Canvas learning management system for parent and student communication. Daily plans and activities will be accessible through Canvas. Teachers will provide a recommended daily schedule and will be available to offer assistance during office hours each day. Office hours are posted in Canvas.



## HIGH SCHOOL (9-12)

High school (9-12) students should be involved in academic activities for a minimum of 5.75 hours each day. The remainder of the day should include a balance of physical activity, social interaction, and creative expression.

Content Areas	Daily Time on Task	Assignment types and Resources
English and Writing	60 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Teacher recording <input type="checkbox"/> Guided reading selections <input type="checkbox"/> Novel studies <input type="checkbox"/> Select educational technology <input type="checkbox"/> Writing assignments <input type="checkbox"/> Independent Research <input type="checkbox"/> Web Conferencing <input type="checkbox"/> EBSCO, Pro-Quest, JStor
Mathematics	60 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Teacher screencast <input type="checkbox"/> WebAssign <input type="checkbox"/> Select educational technology <input type="checkbox"/> Web Conferencing
Science	45 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Teacher recording <input type="checkbox"/> Teacher screencast <input type="checkbox"/> Select educational technology <input type="checkbox"/> Independent Research <input type="checkbox"/> EBSCO, Pro-Quest, JStor
Social Studies or history	45 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Teacher recording <input type="checkbox"/> Select educational technology <input type="checkbox"/> Writing assignments <input type="checkbox"/> Independent research <input type="checkbox"/> EBSCO, Pro-Quest, JStor
Bible	45 minutes	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Teacher recording <input type="checkbox"/> Select educational technology <input type="checkbox"/> Discussion posts-Canvas <input type="checkbox"/> Independent research



Content Areas	Daily Time on Task	Assignment types and Resources
Electives (2)	45 minutes ea.	<input type="checkbox"/> Teacher assigned activities <input type="checkbox"/> Select educational technology <input type="checkbox"/> Teacher recording <input type="checkbox"/> Teacher screencast
Total time on task 5.75 hours per day/21.25 hours per week		

Teachers will utilize the Canvas learning management system for parent and student communication. Daily plans and activities will be accessible through Canvas. Teachers will provide a recommended daily schedule and will be available to offer assistance during office hours each day. Office hours are posted in Canvas.





## DIGITAL RESOURCES

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The following resources have been chosen by the school and made available to teachers and students:

### CANVAS

the learning management system, all courses and communication are housed here

### GOOGLE SUITE

an online suite of apps and tools powered by Google

### PANOPTO

lecture recording, screencasting, video streaming, and video content management software, integrated within Canvas

### RESPONDUS LOCK-DOWN BROWSER

locks down the testing environment to prevent cheating

### EBSCO AND PRO-QUEST

research databases

### EDGENUITY

online courseware for elementary and middle school students

### ACCELERATED READER

online reading comprehension check for elementary students

### CURRICULUM TRAK

online curriculum mapping software to ensure alignment to state and Biblical standards

### WEB-ASSIGN

online math homework software

### DIGITAL TEXTBOOKS (Secondary only)

accessible via Wi-Fi

Teachers, students, and parents are encouraged to explore these additional resources. Most are free but some may require a subscription to access premium content.

[Common Sense Media: Review educational technology](#)

[National Geographic for Kids](#)

[Khan Academy: math practice](#)

[Code.org](#)

[PBS Learning Media: Free online resources for most subject areas](#)

[TED Talks for kids and adolescents](#)

[Schmoop: Study guides and practice quizzes](#)

[Gooru: Free online resources for most subject areas](#)

[EPIC Books: online library](#)

[Storyplace: Digital storybooks for early childhood](#)

[ABC Mouse: Early childhood skills practice](#)

[Bartolo: Stories in Spanish](#)

[Squiggle Park: Reading comprehension practice](#)

[Typing Club: Free keyboard practice](#)

## MOBILE DEVICES AND INTERNET ACCESS

Students in grades 6-12 are required to provide a Chromebook or a laptop for all types of instruction, classroom, hybrid, or remote. The chart below contains the technical specifications for devices that are compatible with the software utilized at MDCA.

	<b>Laptop</b>	<b>Chromebook</b>
<b>Operating System</b>	Windows 10 Home or Pro MAC OS X 10.10 or better	Chrome OS
<b>Memory</b>	8 GB RAM +	4 GB RAM +
<b>Hard Drive</b>	250 GB + Solid State Drive (SSD) highly recommended	16 GB +
<b>Screen Size</b>	11" +	11" +
<b>WiFi &amp; Bluetooth</b>	Yes	Yes
<b>Built-In Webcam, Microphone &amp; Speakers</b>	Yes	Yes
<b>Battery Life</b>	7 + hours	7 + hours
<b>Headphones</b>	Wired headphones required	Wired headphones required
<b>Notes</b>	Up-to-date anti-virus software required  Extended warranty and protective case highly recommended	Extended warranty and protective case highly recommended

Devices may be checked out by students in grades K-5 for home use on a limited basis for remote learning only. Devices must be returned in the same condition as received. Students participating in hybrid learning must provide their own device.

Families are responsible for ensuring students have access to internet services. Parents are encouraged to familiarize themselves with options for affordable internet services and local Wi-Fi hotspots.

## HYBRID AND REMOTE INSTRUCTION POLICIES

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### HYBRID INSTRUCTION

Hybrid instruction may be chosen by families of K-12 students who are immuno-suppressed or who are simply uncomfortable with school attendance during a health event or crisis. Hybrid instruction may also be accessed by students with temporary health setbacks or issues at the discretion of an administrator. Any student athlete considering hybrid instruction should consult with the athletic director to determine eligibility for athletics while participating in the hybrid plan.

- Hybrid instruction is required for any student placed in quarantine
- All work will be available in Canvas
- All work will follow the due dates as designated in Canvas and are subject to late penalties if not submitted on time. (Extensions may be granted at the teacher's discretion but are not required)
- Students are expected to be familiar with the document types accepted in Canvas and designated in the assignment instructions
- Habitual submission errors may result in late penalties
- Students are expected to note grading comments as they are posted in the Canvas gradebook and to respond in a timely manner if required or if the student has any question regarding the comment or grade
- Accommodation plans will be honored as feasible in the online environment
- Instruction will be recorded and placed in Canvas
- Teachers have the option of offering live instruction via Panopto. This recording will be placed in Canvas at the conclusion
- Teachers will post office hours in Canvas and will be available for assistance by phone or Zoom during those hours by appointment
- Students may be required to come to campus when other students are not present for science labs or presentations
- The Academic Honesty Policy is in full effect
- Students who are approved for hybrid instruction, in order to be counted present, must log in daily to each course in the digital platform and show evidence of interaction (i.e. assignments submitted, sufficient time viewing course materials, discussion posts, etc.)

### REMOTE INSTRUCTION

- All work will be available in Canvas
- Preschool students may participate in remote instruction. All activities are optional for two- and three-year-olds. VPK students are expected to log in daily.
- Teachers will provide instruction four days per week and give one day for students to work as needed
- It is expected that elementary students may have some modifications to the remote learning plan

including increased interactive opportunities, extended deadlines, and additional time to become familiar with the Canvas platform as deemed appropriate by the teacher

- Students are responsible for knowing and understanding all deadlines and expectations. Remote Learning Late work policy: Students may submit work beyond the due date up and until Sunday night at midnight. Late assignments incur penalties of 10 points per day beyond the due date/time
- Students are expected to be familiar with the document types accepted in Canvas and designated in the assignment instructions
- Habitual submission errors may result in late penalties
- Students are expected to note grading comments as they are posted in the Canvas gradebook and to respond in a timely manner if required or if the student has any question regarding the comment or grade
- Instruction will be recorded and placed in Canvas. Teachers have the option of offering live instruction via Panopto. This recording will be placed in Canvas at the conclusion
- Teachers will post office hours in Canvas and will be available for assistance by phone or Zoom during those hours by appointment
- Parents may utilize the Canvas observer account for monitoring
- Accommodation plans will be honored as feasible in the online environment. Students on accommodation plans may reach out to the academic success coach for assistance
- Extra time accommodations will follow the same guidelines as in the regular classroom
- Teachers are encouraged to accommodate students as feasible
- Academic Honesty Policy is in full effect
- Students are cautioned against taking on additional responsibilities during the time that school is closed that would impede their ability to keep up with the demands of remote learning.
- It is expected that students have internet access at home. Students who encounter a challenge with connectivity should **contact the teacher immediately** for assistance.
- Loss of internet access does not automatically excuse students from the late penalty.
- Students participating in remote instruction, in order to be counted present, must log in daily to each course in the digital platform and show evidence of interaction (i.e. assignments submitted, sufficient time viewing course materials, discussion posts, etc.)

## EXTENDED ILLNESS PLAN

Students who are diagnosed with a serious illness or who are in a household with a person who is seriously ill, may be recommended for an extended illness plan by the school nurse. Documentation is required. Extended Illness Plans will be issued by the principal, assistant principal, or guidance counselor with the input of the school nurse and academic success coach. Extended Illness Plans may consist of any or all of the following:

- Extended due dates for assignments
- Reduction of the number of assignments
- Arrangements for assistance via phone or Zoom from the classroom teacher or tutor
- A grade of "I" on the report card until all assignments are completed

## ATTENDANCE

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Students who are approved for hybrid instruction, in order to be counted present, must log in daily to each course in the digital platform and show evidence of interaction (i.e. assignments submitted, sufficient time viewing course materials, discussion posts, etc.) Teachers will monitor students in hybrid or remote learning for regular participation.

Parents are asked to communicate with the teacher if an extenuating circumstance prevents a student from participating. The following are considered extenuating circumstances:

Serious or prolonged illness

Mental illness diagnosed by a doctor or therapist

A detrimental personal issue of significant magnitude

Serious illness of a caregiver

Death of a family member

If a student is inactive for three consecutive days with no communication from the parent, the teacher will contact the student and parent via phone or email. If inactivity continues for a fourth day, the teacher will refer the student to the dean of students who will contact the family.

Participating in hybrid or remote learning requires discipline and intentional time management. Students who are habitually inactive may be asked to return to on-campus learning if feasible. If on-campus learning is not feasible, students may be placed on academic probation or asked to withdraw.














## GRADING

MDCA issues grades on a weighted 10-point scale. For further details, consult the parent/student handbook.

Students in grades K-12 and their parents are encouraged to view their grades in the Canvas management system. Grades are viewable in real time as teachers grade the assignments. Teachers are given the following timetable for grading:

Classwork and Homework	1 day
Quizzes, discussion posts, labs	2 days
Major tests, papers, or projects	4 days

The following icons may appear while students are waiting for an assignment to be graded:

Name	Due	Status	Score	Out of
<a href="#">A Closer Look: The United States Constitution Written Response 1</a>	Jan 1 by 11:59pm		20	
<a href="#">Course Introductions</a>	Feb 7 by 11:59pm		10	
<a href="#">The Bill of Rights Quiz</a>	Feb 13 by 11:59pm	<b>LATE</b> 	10	
<a href="#">A Closer Look: Response 2</a>	Feb 18 by 11:59pm		25	
<a href="#">Patriotism or Treason? Colonist vs. British Citizen Point of View Essay</a>	Mar 13 by 11:59pm		30	
<a href="#">The Declaration of Independence: A Revisionist History</a>	Mar 13 by 11:59pm		50	
<a href="#">Revolution Quiz</a>	Mar 15 by 11:59pm		30	

**Document Icon** [1]: File upload submitted, not graded

**Discussion Icon** [2]: Graded discussion submitted, but not graded

**Quiz icon** [3]: Quiz submitted, not fully graded

**Text Icon** [4]: Text entry submitted, not graded

**Link Icon** [5]: A URL has been submitted, not graded

**Media Icon** [6]: Media recording submitted, not graded

**Visibility Icon** [7]: Score is hidden while instructor is grading

**Note:** Some external tool assignments may display a dash instead of a submission icon after the assignment is submitted.

The status column displays labels for assignments that are late or missing. If an assignment was submitted after the due date, it is identified as late [1]. If an assignment has not been submitted by the due date, it is identified as missing [2]. Students may submit work beyond the due date within the same week, until Sunday night at midnight. Late assignments incur penalties of 10 points per day beyond the due date/time.

Name	Due	Status	Score	Out of
A Closer Look: The United States Constitution Written Response 1	Jan 1 by 11:59pm	LATE 1		15
Revolution Quiz	Jan 1 by 11:59pm	MISSING 2	-	30
Course Introductions	Feb 7 by 11:59pm			10

Written assignments are submitted through Turnitin, an originality checker. Students are encouraged to monitor the results of the originality check. The icon colors indicate the amount of material within the submission that matches another submission or source. The originality report may be viewed by clicking on the icon. A stopwatch [2], indicates the originality checker is scanning the work.

Name	Due	Status	Score	Out of
Continental Congress (MP/GP)	Jul 29 by 11:59pm		30	
America at War Essay (MPP)	Jul 30 by 11:59pm	LATE	30	1
George Washington Biography Assignment (APP)	Jul 30 by 11:59pm		30	
Benjamin Franklin Assignment		T	50	2
Revolutionary War Essay		T	50	

Students or parents who have questions about a grade, should contact the teacher. If a satisfactory resolution is not reached, please see the student handbook for policies regarding conflict resolution.

## ACADEMIC HONESTY POLICY

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The mission of MDCA, “educating for life and eternity,” encompasses a broad range of values and ideals based in scripture and sought after in the community. One such value includes the ability to conduct oneself with honesty and integrity. Those who model integrity are considered trustworthy, are looked to for leadership, and build stronger relationships. A simple definition of integrity is the act of adhering to the stated values and ideals even when no one is looking. Academic integrity is a critical value for students, especially those who plan to continue their education beyond high school. Academic integrity strengthens the learning environment and promotes academic growth. Honesty can be defined as being truthful and defending truth in all situations. Academic dishonesty destroys the learning environment and impedes learning for all parties involved. The Academic Honesty policy outlines student expectations and sets boundaries for students, however, it should not be considered without limitation in the definitions and descriptions of acts considered to be dishonest. Students are expected to hold themselves and their peers accountable to the highest standards of academic honesty and integrity.

Mount Dora Christian Academy defines academic honesty as each student completing his or her own work without the assistance of outside resources including written resources, technology resources, and human resources. Any student who uses the work, words, or phrasings of another, must give credit to the source, even if the source is a classmate. In instances of assigned group work, unless the teacher has assigned one common work bearing the names of multiple students, each student is expected to submit his or her own original work for submission. In cases of permissible collaboration, ideas and concepts may be discussed and shared but the product must be original to the student submitting the assignment.

Mount Dora Christian Academy considers both giving or receiving unauthorized help to be equally dishonest and in violation of the Academic Honesty Policy. *Any student who assists another in committing an act of academic dishonesty, such as giving answers or allowing another to copy one's work, will be held equally responsible and accountable.* Students are discouraged from sharing assignments via Google Drive as it is nearly impossible to recoup the work once it has been shared and a copy created. *It is the student's responsibility to safeguard his or her own work as all parties are considered equally culpable in instances of*

*identical assignments submitted by multiple students.* Students are reminded that sharing passwords is a violation of the Electronic Use Policy.

The following are examples of acts which constitute academic dishonesty:

- Copying another student's work with or without the student's permission or knowledge
- Submitting the words or work of another as one's own
- Submitting portions of another's work without giving accurate citations or credit
- Copying answers directly from an electronic source without giving appropriate credit
- Using online translators for foreign language assignments
- Using notes, phones, smart watches, etc., during a test or quiz without the teacher's permission
- Giving or receiving answers to a test or quiz before, during, or after the test or quiz has been administered in the classroom
- Not safeguarding one's work from duplication by others
- Asking or pressuring another student to share the answers to a test or assignment
- Pressuring another student to cover or hide incidents of academic dishonesty

## VIOLATIONS

If a teacher suspects a student of violating the academic honesty policy, the teacher will notify the student via grade comments or email. The student will have 48 hours to respond to the teacher in writing via grade comments or email. If the teacher has determined that a violation has occurred, the incident will be recorded in FACTS and addressed by the dean of students.

Academic Dishonesty bears the following consequences:

- First Offense: Student will not receive credit for the assignment
- Second Offense: Student will not receive credit for the assignment and will serve one hour of detention\*
- Third Offense: Student will not receive credit for the assignment, will serve two hours of detention\*, and will be placed on academic probation. Student may be recommended for dismissal

Offenses are cumulative across the student's schedule and the academic year. In other words, violations within multiple classes within the same academic year will follow the sequence of consequences listed above. Offenses remain in the student record but do not carry over from one academic year to the next.

*\*Detention may not be practical during periods of remote learning or when a student is participating in hybrid learning. At the discretion of the dean of students, detention may be postponed until the student returns to campus or be substituted with a writing assignment related to academic honesty.*

## PERSONNEL

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All courses are instructed by qualified personnel selected by Mount Dora Christian Academy. Students enrolled in hybrid or remote instruction will be taught and supervised by the same teacher assigned to teach the course on campus. All teachers are expected to have course materials planned and uploaded to Canvas two weeks in advance. During a health emergency or other crisis, the following will apply:

### TEACHERS UNDER QUARANTINE

One of the concerns about a health emergency or crisis is the health of teachers. While MDCA has been blessed with wonderful, caring, guest teachers who can step in, no one can really replace the classroom or online teacher. In the event that a teacher is not experiencing illness but is required to quarantine due to exposure, it is in the best interest of the students that the teacher continue delivering instruction from a remote location. This can be facilitated through the digital platforms outlined in the Instructional Continuity Plan. A guest teacher will be assigned to the classroom to monitor attendance and provide supervision during the teacher's absence. Teachers may teach remotely for up to two weeks at a time without penalty. Any extension requires administrator approval and may require sick and/or personal time.

### TEACHERS EXPERIENCING ILLNESS

Teachers experiencing illness may not report to campus. During the teacher's illness, a guest teacher will facilitate the course in the classroom and online. *It is for this reason teachers must keep the online materials up to date.* In the event of a teacher becoming too ill to continue updating the course, the department chair and administrators will manage the updating of course content, student and parent communication, and grading. Standard policies regarding sick/personal time will apply.

### CAREGIVERS

Teachers who are caregivers for a child or other family member who is ill but are not personally experiencing any symptoms, may request time off to provide care for the family member. These requests will be evaluated on a case-by-case basis based on the amount of time required to be away and the availability of guest teachers. Standard policies regarding sick/personal time will apply.

## CONTACT INFORMATION

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### FOR ASSISTANCE, PLEASE CONTACT:

Lori Hadley, Head of School

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Shannon Davis, Preschool Director

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For technical assistance:

Sara Hill, Assistant Principal

[Sara.Hill@MDCAcademy.org](mailto:Sara.Hill@MDCAcademy.org)

For assistance with special learning needs:

Matt McGonigal, Academic Success Coach

[Matt.McGonigal@MDCAcademy.org](mailto:Matt.McGonigal@MDCAcademy.org)

For academic guidance and/or emotional/mental health needs:

Amanda Nunez, Guidance Counselor

[Amanda.Nunez@MDCAcademy.org](mailto:Amanda.Nunez@MDCAcademy.org)

For emotional/mental health needs or spiritual guidance:

Carter Robison, Director of Spiritual Formation

[Carter.Robison@MDCAcademy.org](mailto:Carter.Robison@MDCAcademy.org)

For attendance and disciplinary assistance:

Josh Swearingen, Dean of Students

[Josh.Swearingen@MDCAcademy.org](mailto:Josh.Swearingen@MDCAcademy.org)

For tuition-related information:

Sue McGranaghan, Accounts Receivable

[Sue.McGranaghan@MDCAcademy.org](mailto:Sue.McGranaghan@MDCAcademy.org)

For information regarding athletic participation

Megan Ziegelhofer, Director of Athletics

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