

2023-2024
Parent/Student Handbook



Dear MVCA Friends and Families,

Welcome to Michigan Virtual Charter Academy (MVCA), home of the Trailblazers! We are honored to serve you as you navigate your educational journey. Your success is our mission. Our staff is dedicated to cultivating your gifts and talents as we learn and grow together.

The 2023-2024 school year finds us celebrating 14 years of innovation. This is a true milestone for our public education as we continue to set the bar as leaders in the development and delivery of virtual education. We are honored to provide you with an award winning K12 curriculum, outstanding certified and highly qualified teachers, tremendous family support programs, and a positive school community.

We have developed this handbook as a reference to guide you through the school year. It contains important information regarding our services and programs including calendars, points of contact, expectations, as well as school policies and procedures. This handbook is always a great place to start when seeking answers.

Again, we thank you for choosing MVCA, and we look forward to partnering with you. Let's make it a great school year!

Sincerely,

Randy Rodriguez
Head of School

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PLEASE BE ADVISED THAT THIS PARENT/STUDENT HANDBOOK AND STUDENT CODE OF CONDUCT IS NOT A CONTRACT WITH THE ACADEMY, THE ACADEMY BOARD OF DIRECTORS OR THE ACADEMY'S EDUCATIONAL PRODUCTS AND SERVICES PROVIDER, STRIDE/K12 VIRTUAL SCHOOLS. THIS PARENT/STUDENT HANDBOOK AND STUDENT CODE OF CONDUCT MAY BE CHANGED FROM TIME TO TIME AS DETERMINED BY THE ACADEMY BOARD OF DIRECTORS, IN CONSULTATION AND COLLABORATION WITH STRIDE/K12 VIRTUAL SCHOOLS AND ACADEMY ADMINISTRATORS AND STAFF.

Important Numbers at a Glance

Reporting Absences

By 9:00 a.m. on the morning of your student's absence, please call the MVCA attendance line to report that your student will be absent.

MVCA Attendance Hotline: 616-309-1600 Extension 1600 (messages only – no calls will be returned)

- Leave your name, the name of the student (spelling out the last name) or their student ID, grade and homeroom teacher
- Leave the date of absence and the duration
- Leave the reason for the student's absence
- Absences will require documentation and can be sent to:
 - MVCA Excusal Absence Documentation E-Mail: absent@michva.org
 - MVCA Fax: 616-309-1608

All technology issues: Call Customer Support 866-512-2273. Also call or email attendance with the case number given to you by Tech Support, if the issue is affecting your online attendance.

- Having issues with Parchment Transcripts? Call Parchment at 888-662-0874
- Don't know who to ask? Call MVCA's Office Administrator at 616-309-1600 Ext:1608

MVCA is authorized by Hazel Park School District

**Michigan Virtual Charter Academy
Hazel Park School District
1620 East Elza Avenue
Hazel Park, MI 48030**

Our Vision

Michigan Virtual Charter Academy will lead the evolution of digital education to inspire and empower students to cultivate their unique gifts to reach their greatest potential.

Our Mission

As leaders of innovative education, Michigan Virtual Charter Academy is dedicated to developing learning systems of excellence that remove barriers, create opportunities, empower students, and deliver hope.

Student Code of Conduct

Michigan Virtual Charter Academy (“MVCA” or “Academy”) strives to provide the best possible educational experience for each student. The instructional program, partnership of parents and teachers, clubs, outings, and competitions help to increase student success. Coupled with the advantages of these educational opportunities is the need for students to assume personal responsibility for their behavior.

Students share with the school community responsibility for developing MVCA into a school that exemplifies high standards and excellence. MVCA’s Student Code of Conduct is based upon this responsibility. Understanding the information that follows in this Handbook is an essential responsibility of each student. MVCA’s Student Code of Conduct shall apply during the Academy’s Educational Program and process including, but not limited to, (1) the OLS or OMHS, Class Connects, email, telephone, in-person or virtual conferences with teachers, administrators or Academy staff and students; (2) on any premises or equipment owned, leased or used by the Academy; (3) in a motor vehicle owned or leased by the Academy or being used for a school- related purpose; (4) at a school-related event, activity or function; (5) traveling by any means to or from school or a school-related event, activity, or function; and (6) in any location where the conduct has a sufficient connection to or with the Academy, Academy staff or students, or Academy property that it adversely and significantly affects, interferes with or endangers good order or the educational program or environment at school, or the functioning of the educational process, or where application to non-school locations is expressly provided for.

Administration and Operations Team

Head of School	Randy Rodriguez
Elementary (K-5) Principal	Tanya Kuipers
Middle School (6-8) Principal	Nick Hoffman
High School (9-12) Principal	Laura VanDuyne
High School Assistant Principal	Martha Gilmore
Academic Administrator, Special Programs	Iliana El-Khailani
Operations Manager	Josh Weld-Wallis
Title IX/Federal Programs Coordinator	TBD
Student Support Administrator	Amela Redzic

Testing Coordinator
Operations Support Specialist
Office Manager
K-8 Registrar
High School Registrar
Special Education Registrar
GAD Specialist

Bridgette Weaver
Courtney Ronda
Mike Taylor
Maureen Stanage
Kalie Palmer
Sarah Neitzel
Jon Horton

K12 Customer Support

K12 provides families with a support hotline to call should you require any technical support or wish to speak to a customer support specialist. The K12 Customer Support phone number is 1-866-512-2273. With this number, you will be able to reach the two support departments at K12.

CUSTOMER CARE – Choose Option 1 if you have issues with any of the following:

- ☐ Materials
- ☐ Navigation/Login
- ☐ PC/Printer receipt & delivery
- ☐ Usernames/passwords

TECHNICAL SUPPORT – Choose Option 2 if you have issues with any of the following:

- ☐ Hardware
- ☐ Software
- ☐ Platforms (Online School or Online High School)
- ☐ Newrow

Many answers to questions can also be found at help.k12.com

MVCA Resolution Matrix

Students/Families				
Contact Information				
Customer Care	866.512.2273	help.k12.com		
K12 Virtual Schools Enrollment	866-968-7512	parentportal.k12.com		
Materials to Return	866-512-2273 or	www.help.k12.com Click Materials	Click Item from list or click Request Return Labels on the right-hand side	
Computer Returns	866-571-4310	www.help.k12.com Click Computers	Click Computer Equipment Returns FAQs	To email them a question: computer-returns@k12.com
Printer Return	866-571-4310	www.help.k12.com Click Computers	Click Computer Equipment Returns FAQs	To email them a question: computer-returns@k12.com
Headphone/Printer Request	866-512-2273			

Missing Materials	866-512-2273 or	webform.k12.com		
For Families to Enroll	877-794-9427	K12 Virtual Schools Enrollment		
K12 Virtual Schools National Clubs		clubs@k12.com		
Learning Coach University		lcu@k12.com		
Internet-Low Cost Options		lcu@k12.com www.everyoneon.org		
Internet Reimbursement Forms	Emailed to families in February and June	ispmvca@michva.org		

Who do I contact if:	Phone Number:	Contact Person and or email	When I reach them:
I have lost power or internet	616-309-1600 Ext: 1600	Homeroom Teacher	Leave excuse
My Courses will not load	616-309-1600	Homeroom/Course Teacher	
I can't enter class connect sessions	616-309-1600	Course Teacher	If technical issue, contact Customer Support (866-512-2273)

I missed one class connect session	616-309-1600	Course Teacher	Provide documentation for excused absence if applicable
I missed a whole day of class connect sessions	616-309-1600 Ext: 1600 absent@michva.org	Teachers for missed sessions	Provide documentation for excused absence if applicable
My Family is Going on Vacation	616-309-1600 Ext: 1600 absent@michva.org	Homeroom Teacher	Ask for a planned absence form
I have a family emergency (e.g., death in family)	616-309-1600 Ext: 1600 absent@michva.org	Attendance Line	Provide documentation for excused absence if applicable
I am sick	616-309-1600 Ext: 1600 absent@michva.org	Attendance Line	Provide documentation for excused absence if applicable
I am behind and want to catch up (1-2 weeks)	616-309-1600	Course Teacher	Request Student Support Advisor

My test glitches/froze/timed out/booted me	616-309-1600 866-512-2273	Course Teacher or Customer Support	Let the teacher know and contact Customer Support if it's a technical issue
I can't submit work to the Drop-Box	616-309-1600	Course Teacher	Contact teacher for guidance/support
I don't have Microsoft Word/PowerPoint	616-309-1600 866-512-2273	Homeroom Teacher or Customer Support	Contact Homeroom Teacher for K12 provided computer or Customer Support for technical support
I am not getting a response from my teacher (within the allocated response time)	616-309-1600	Office Administrator (616)-309-1600 Ext: 1608	Front desk can reach out to the teacher on your behalf
I don't have a microphone	866-512-2273	Customer Support	Call Customer Support for assistance
My computer does not work	866-512-2273	Customer Support	Call Customer Support for assistance
Any Tech Issues	866-512-2273	Customer Support	Call Customer Support for assistance Save your ticket number

My headset does not work	866-512-2273	Customer Support	Call Customer Support for assistance
I need a work permit/Social Security forms/DHS forms/Friend of the Court forms/Letter of Enrollment I need someone to talk to (personal issues)	616-309-1600 ext. 1608 Or Fax at 616-309-1608	Front Desk/Operator Homeroom Teacher	Front Desk Office Administrator Briefly explain issue
I don't feel safe in my home	616-309-1600	Homeroom Teacher	Briefly explain issue
I don't have a home right now	616-309-1600	Homeroom	Briefly explain issue
Student threatened/bullied/attacked me	616-309-1600	Course/Homeroom Teacher	Reach out to appropriate teacher for assistance
My work schedule is during the school day	616-309-1600	Principal	Briefly explain issue
I changed my address	<u>FAX</u> 616-309-1608	<u>mstanage@michva.org</u> for K8 students, or <u>kapalmer@michva.org</u> for HS students	Provide proof of residency (lease/mortgage statement or utility bill or Internet bill) via email or fax
I need my transcript	616-309-1600 ext. 7809	<u>kapalmer@k12.com</u>	

I want to take PE/Health more than once	616-309-1600	MS (Homeroom teacher) HS (Guidance Counselor)	Request PE/Health
I want my preferred name changed	616-309-1600	Homeroom Teacher	Request name change
I have a question or concern relating to my child's IEP, 504, or ELP	616-309-1600	Academic Administrator, Special Programs	Briefly explain issue
Get an MVCA T-shirt		apparelnow.com	Search for Michigan Virtual Charter Academy
I need to log attendance for testing/school-sponsored outings/etc.	616-309-1600	Homeroom Teacher	Contact homeroom teacher for guidance
Internet Reimbursements	616-309-1600 x 1608	Office Administrator Or email ispmvca@michva.org	

MVCA Elementary Academic Program

Michigan Virtual Charter Academy offers students in kindergarten through fifth grade the opportunity to attend school from home while receiving instruction from a state certified teacher and an outstanding curriculum provided by K12. All students are required to have a **Learning Coach** who will oversee the student's daily work and attendance. The Learning Coach partners with the state certified teacher to ensure that students meet grade level expectations as set by the State of Michigan. Experience has taught us that students and Learning Coaches who become actively engaged with their teacher and other students achieve at a higher level.

Learning Coach and Student Expectations

Student Expectations	Learning Coach Expectations
<ul style="list-style-type: none">• Completes lessons daily as they appear on the Daily Plan in the online school (OLS)• Completes online and offline lesson requirements.• Completes at least 6.5 hours each school day.• Attends and participates appropriately in required Class Connects.• Submits work samples on time.• Participates in ALL state and district assessments.• Reads and responds to email within 24 hours.• Works and communicate with Student Support Advisor if/when supported by Student Support Team.• Completes all required testing as scheduled – M-STEP and WIDA (For English Language Learners), testing for grades 3-5 (M-STEP); WIDA (K-12), is in person at testing locations throughout the state of Michigan; DIBELS and STAR testing are online and monitored by MVCA teachers• Follows expectations as set forth in the Parent/Student Handbook.	<ul style="list-style-type: none">• LC must have working phone numbers and email address• Reads and responds to email within 24 hours.• Communicates with teacher regarding questions or concerns via phone or email.• Communicates with Student Support Advisor if/when supported by Student Support Team.• Ensures student is completing lessons according to the Daily Plan in the Online School (OLS) and completes any additional teacher created assignments.• Logs attendance for students every day.• Ensures student attends and participates appropriately in required Class Connects.• Attends all parent –teacher conferences as scheduled.• Ensures student attends and participates in all required state and district testing as scheduled – M-STEP and WIDA (For English Language Learners), testing for grades 3-5 (M-STEP); WIDA (K-12), is in person at testing locations throughout the state of Michigan DIBELS and STAR testing are online and monitored by MVCA teachers• Does not help student on assessments to ensure valid student Data.• Follows expectations as set forth in the Parent/Student Handbook.

Internet Access

Students who are unable to log into school or who have a power outage must have an alternative plan to go to a public library/public location with computer access to do their schoolwork. If the student does not have a backup plan and cannot go to the library, the student must notify their teachers in order to explain the reason for the absence. Lack of internet access will count as an unexcused absence. Please review the attendance policy within this Handbook for additional details.

Elementary Academic Progress and Grading Policy

Through the Online School (OLS), MVCA students work through lessons each day as they appear on the daily plan. In addition to the required daily lessons, students are expected to attend Class Connects with the teacher and complete other tasks to ensure student growth and mastery. Teachers utilize the platform Classkick for student work. These assignments are required, and often will replace lessons in the Online School, as it is often the lessons from the workbooks that are transferred to Classkick so teachers can easily see the student work.

Student academic success is based on two areas: progress mastery in the Online School (OLS) and mastery of grade level standards (Standards Based Grading).

Progress Mastery

Students working in OLS courses are expected to remain on schedule with the lessons in the Online School. The schedule is on the student's Daily Plan. These dates are adjusted by the teachers and need to be followed. Students are expected to complete all of the lessons in their courses by the end of the school year. Late start students will have their expected progress prorated based on start date. Teachers assign due dates for lessons and students should stick to these due dates to remain on track.

Standards Based Grading

Standards Based Grading involves measuring a child's proficiency on the grade level standards being taught. The grades for Standards Based Grading indicate the level of mastery for each standard.

Mastery of standards is determined based on a variety of data points, including:

- ☐ OLS Assessments
- ☐ Required Work Samples
- ☐ Required Exit Tickets from Class Connects
- ☐ Writing Samples Graded by Teacher
- ☐ Required Assessments (Pre and Post Tests, DIBELS, STAR360)

The Standards Based Grading Scale appears on the report card. The Standards Based Grading scale is as follows:

3 = Proficient/Mastery: Meets grade level expectations

2 = Developing: Steady progress toward expectations

1 = Emerging: Beginning to work toward expectations or works below grade level

Blank = Not assessed during semester

Live Synchronous Instruction (Class Connect)

- ☐ Students should:
 - review the Class Connect schedule each day on the course homepage
 - have all equipment, including microphone and web cam, in proper working order
 - log in individually to attend all required sessions through the student, not Learning Coach, account
 - arrive promptly at the scheduled time for Class Connect
 - wait for whiteboard, chat, and microphone privileges to be assigned at the discretion of the teacher. Teachers can remove privileges at their discretion
 - Students are encouraged to use microphones and web cams during Class Connect sessions to foster collaboration in the classroom. Students and those in view of the camera must have school appropriate clothing on, including a shirt, when on webcam
 - Chat and any communication during instruction should remain focused on the content of the lesson
 - be respectful and courteous toward others at all times
 - participate and actively engage in the session

Individual teachers may have expectations that are specific to their classrooms.

Class Connect uses Newrow software. Class Connect sessions are provided to students. Because the lessons are student-centered, *only students should be using the microphones and chat box during the sessions except for students in grades K-1, who need more support during sessions to use the tools properly.* Learning Coaches may sit in on live sessions for the purpose of observation only. If the Learning Coach has questions, he or she will need to contact the teacher after the live session by email. Learning Coaches must refrain from coaching their students during live sessions. The goal of this instructional time is for students to become independent learners and critical thinkers.

Late Work Policy

Online School Assignments

- ☐ Teachers create due dates in the Online School (OLS) for many of the quizzes and assignments. These dates are designed according to the pacing guides the teachers have set for their classes.
- ☐ Lessons that are not completed by 11:59pm on the due date will show up in the OLS as overdue.
- ☐ Any overdue quizzes not completed may be marked as “M” for missing in the gradebook.

Teacher-Graded Assignments

- Teacher-Graded Assignments and Exit Tickets will be due by 11:59 p.m. EST on the due date.

Any overdue assignments may be marked as “M” for missing in the gradebook, including OLS assignments and teacher-created exit tickets.

Grade Reporting and Conferences

Learning Coaches will have real time access to their child’s progress via the OLS. Families will receive official report cards which will be sent via email at the end of each semester.

Partnership between the Learning Coach and teacher is essential for students to be successful at MVCA. Parent-teacher conferences will be held in the first nine weeks of school and throughout the year as needed. All Learning Coaches are expected to attend these conferences as scheduled. If the Learning Coach is unable to attend a conference, they should attempt to provide 24 hours’ notice so a new time may be scheduled. Failure to provide notice takes valuable time away from teachers to serve and support other students.

Professional interpreter services or disability accommodations may be requested for students/parents/guardians/learning coaches or other individual attending the conference by contacting Iliana El-Khailani at ielkhailani@k12.com or the Head of School.

Teachers will reschedule a parent teacher conference one (1) time before the academic administrator will become involved.

Electives

Elementary students can choose art or Spanish in grades 3-5. The students are expected to continue with the same elective the entire school year. If a student would like to participate in two (2) electives, administrator approval is required. The student needs to maintain 2-3% progress in their courses for the additional elective to remain open.

Course Advancement

Academic achievement through content and standard mastery is the cornerstone of MVCA and the K12 curriculum. The K12 curriculum is rigorous, broad, and offers optional extension activities in the lessons. Students who need additional challenges are encouraged to complete all extension activities. Students who achieve a score in the 80th percentile, or above, during STAR360 and above benchmark on DIBELS in the fall may be provided the Stride Skills Arcade courses to help supplement the grade level content.

Advanced students are required to still complete 2-3% progress supplementing.

Individual Reading Improvement Plans

In 2016, the Michigan Legislature passed a law that requires schools to identify learners who are struggling with reading and writing and to provide additional help. In accordance with this law, MVCA administers required assessments to students in grades Kindergarten through third grade. These assessments help to identify students who need intensive reading instruction and intervention. In addition, the assessment results provide useful information to help teachers tailor instruction to meet individual student needs.

MVCA uses DIBELS to identify students with a deficiency in reading. Students who are identified as needing intensive instructional support will receive written communication in the form of an Individualized Reading Improvement Plan (IRIP). The Individualized Reading Improvement Plan (IRIP) provides parents with reading scores and an interpretation of these scores. The IRIP also contains a Read at Home Plan with recommendations to follow to help students reach grade level reading proficiency.

At the end of the school year all third grade students in a Michigan public school will be required to take M-STEP. If your child is reading below the State of Michigan's cut off scores determined for proficiency, your child will receive an Individualized Reading Improvement Plan for fourth grade.

Any students at K-3, as well as fourth graders remaining on an IRIP, who do not meet the grade level benchmark expectations as determined by our initial assessments will be required to participate in reading intervention to provide them with additional instructional time and intensity during the school day. This reading intervention is taught by either a homeroom teacher or an interventionist, and is called "WIN" groups (What I Need).

Grade Level Promotion and Retention

Throughout the school year, Michigan grade level standards will be measured for all MVCA students in grades K-5. It is imperative that students meet the grade level standards and expectations to be successful in the following grade. Students who meet expected progress and demonstrate grade level skills will be promoted to the next grade level at the end of the school year.

Students that are not making adequate OLS progress and do not master grade level standards may be considered for grade level retention. Learning coaches will be notified of possible retention in writing by March 22, 2024. A parent-teacher conference will be held prior to June 14, 2024 for all stakeholders to review student data and determine if the student will be placed in the next grade level or retained. If a student is to be retained, an action plan will be developed to assist the student to achieve success the following year.

Required MVCA Testing

Michigan's Return to Learn Law requires districts to administer benchmark assessments at the beginning and end of the school year, to measure proficiency in reading and math of all students in grades K-8. In accordance with this law, MVCA administers STAR360 to all elementary students. For our English Language Learners Students, we also administer

WIDA K-12. Additionally, our goal is to foster individual strengths and help each child develop to their fullest potential. MVCA administers STAR360 in the winter, as well, to ensure all students are receiving an education that meets their individual needs. Students at MVCA are also required to take additional assessments, as they provide the teacher accurate data to plan and instruct each child appropriately.

	DIBELS	Interim Assess-ments	STAR360	MSTEP	WIDA
Grades Assessed	K-5	K-5	K-5	3-5	K-5
How often?	3 times per year	2 times per year	3 times per year	Spring	February
Virtual or Face-to-Face	Virtual	Virtual	Virtual	Face-to-Face	Either

Required STAR360 Testing

STAR360 will be administered to all K-5 students during the Fall, Winter, and Spring.

- ☐ Fall Testing Dates: September 11-22, 2023
- ☐ Winter Testing Dates: December 4-15, 2023
- ☐ Spring Testing Dates: May 13-24, 2024

Specific testing dates will be communicated no later than two weeks prior to the testing window.

MVCA elementary utilizes cameras, microphones, and screen sharing during STAR360 testing. Students will be in their own breakout rooms in Newrow while testing to not be distracted by other students during testing. Teachers move between breakout rooms to monitor testing.

Required State Testing Attendance Policy

As a Michigan public school, MVCA must follow Michigan laws and the rules and regulations established by the Michigan Department of Education (MDE). According to MDE, all students in grades 3 – 11 (and eligible 12th grade students) are required to participate in state testing. Being a part of MVCA means that travel to pre-determined testing sites on predetermined dates will be required for testing. Efforts will be made to locate a testing site within one (1) hour of your home. In certain cases, it may be necessary to travel longer than one (1) hour. These tests are given over a multi- day period depending on a student's grade level. Travel includes going to and from testing locations. If assistance is needed with transportation, please contact your teacher or administration prior to the testing window. Specific testing dates and locations will be sent via

email no later than two weeks prior to the testing window. The school cannot guarantee that the student's assigned teacher will be the test proctor.

Testing Attendance Requirements

- All public school students enrolled in grades 3-5 are required to participate in the 2023-24 M-STEP (Michigan Student Test of Educational Progress) or MI-Access (as deemed appropriate) ELA and Math subject tests.
- All public school students enrolled in grade 5 are required to participate in the 2023-24 M-STEP Science subject and Social Studies subject test.
- All ELs enrolled in K-5 are required to participate in the 2023-24 WIDA ACCESS 2.0.
- Anticipated WIDA Testing Dates – February 5 through March 22, 2024
EL students must remain in the state of Michigan or the first 30 days of enrollment and during testing to ensure proper screening and placement.

Anticipated MSTEP Testing Dates

Please note, due to testing site accommodations and staffing, these dates are subject to change or vary by location. Final testing dates and times will be sent no later than two weeks prior to the testing window.

3rd Grade MSTEP: April 9, 2024

4th Grade MSTEP: April 9, 2024

5th Grade MSTEP: April 9, 2024

Academic Integrity Policy and Consequences

MVCA students and Parents/Guardians/Learning Coaches are expected to maintain the highest standards of honesty in program requirements.

Infraction	Consequences
Copying, or plagiarizing, work from another person or website.	<p>Incident 1: Teacher conferences with Parent/Guardian/Learning Coach and student. Student is allowed to redo and resubmit the assignment for a grade.</p> <p>Incident 2: Disciplinary meeting with student, Parent/Guardian/Learning Coach, and teacher. Student will receive a zero (0) and will not be able to re-submit the assignment for a grade.</p> <p>Incident 3: Disciplinary meeting with Academic Administrator, teacher, student, and Parent/Guardian/Learning Coach. Outcome of this meeting may result in course failure, suspension, or expulsion from MVCA.</p>

<p>Marking lessons completed that have not been attempted/mastered, or marking an excessive amount of lessons completed in one day or week.</p>	<p>Incident 1: Teacher conferences with Parent/Guardian/Learning Coach and student. All applicable lessons will be cleared and put back on student's daily plan.</p> <p>Incident 2: Disciplinary meeting with student, Parent/Guardian/Learning Coach, and teacher. All applicable lessons will be cleared and put back on the student's plan. The student will be required to scan and submit all work via email each day.</p> <p>Incident 3: Disciplinary meeting with Academic Administrator, teacher, student, and Parent/Guardian/Learning Coach. The outcome of this meeting may result in course failure, suspension, or expulsion from MVCA.</p>
<p>Student receives assistance on required testing (Online STAR, DIBELS, Pre and Post Tests) by Learning Coach or another person.</p>	<p>Incident 1: Teacher conferences with Parent/Guardian/Learning Coach and student. Student is allowed to retest for accurate data.</p> <p>Incident 2: Disciplinary meeting with student, Parent/Guardian/Learning Coach, and teacher. The student will be required to meet a staff member in a Class Connect session to have testing monitored via microphone/webcam, or the student will be required to meet a staff member at a local library to have testing administered face to face. <i>*MVCA will not be responsible for costs of web cam or travel to the library.</i></p> <p>Incident 3: Disciplinary meeting with Academic Administrator, teacher, student, and Parent/Guardian/Learning Coach. The outcome of this meeting may result in course failure, suspension, or expulsion from MVCA.</p>

Objectionable Course Content Policy

Our curriculum is aligned to the state standards to support the requirements as established by the Michigan Department of Education. As a school we are expected to provide an education that is aligned to State Content Standards and the Common Core State Standards to ensure our students are college and career ready. If you find any objectionable content, please contact your child's teacher to discuss whether other options may exist. Alternatives may not always be provided and will be approved at the discretion of the teacher and/or the Head of School.

School Supplies

MVCA provides the curriculum items needed to participate in school. Be sure to use the Advanced Planning feature through the OLS to assist with upcoming lessons requiring certain materials.

Communication

Students and Parents/Guardians/Learning Coaches can contact their teachers through their school level MVCA email address. All emails sent to the MVCA student email address are copied and sent to the primary Parent/Guardian/Learning Coach email address. It is recommended that Parents/Guardians/Learning Coaches create an email account, which is used solely for MVCA correspondence. The email account should be safe and secure and should be used for all communications between Parent/Guardian/Learning Coach, student, and teacher. It is expected that students and Parents/Guardians/Learning Coaches read their email at least once a day.

Students and Parents/Guardians/Learning Coaches may also reach out to their teachers through the MVCA phone number: 616-309-1600. A directory of staff extensions is available through the main number. If an interpreter is needed, please email: ielkhailani@k12.com.

Addressing Questions or Concerns

Please follow these procedures for general information or for assistance in resolving a problem not identified on the MVCA Resolution Matrix.

- Step 1: All concerns and issues should first be directed to the student's teacher.
 - If an MVCA teacher cannot resolve the issue (e.g., materials and computer issues), he or she directs the Parent/Guardian/Learning Coach to the appropriate contact for assistance. The MVCA teacher will monitor the concern to ensure resolution.
- Step 2: If the issue or concern is about an MVCA teacher, Parents/Guardians/Learning Coaches are advised to contact the Elementary Principal (see School Directory)
- Step 3: If the concern is not resolved with the Elementary Principal, Parent/Guardian/Learning Coaches should then contact the Head of School (see School Directory)

MVCA Middle School Academic Program

Michigan Virtual Charter Academy offers students in middle school (sixth - eighth grades) the opportunity to engage in a rich and challenging, state-approved course sequence. This innovative experience takes place from home for the student, as they receive instruction from state-certified teachers. All students are required to have a *Learning Coach* whose primary responsibility is to oversee the student's daily learning progress and attendance. The Learning Coach partners with the classroom instructor to ensure that their student(s) meet grade level expectations as set by the Michigan Department of Education. Research has shown that students who are provided consistent support, encouragement, and accountability perform at a higher level of sustained success.

Summary of Middle School Model

The MVCA Middle School utilizes the Online Middle & High School (OMHS) to deliver online courses.

The MVCA Middle School landing page features:

- ☐ My Schedule page - daily live Class Connect schedule and daily assignments for all courses
- ☐ My Classes page – links to all student asynchronous courses
- ☐ K12 announcements ☐ Link to student email account

Each Middle School course home page includes:

- ☐ class content
- ☐ class updates, which includes teacher feedback on assignments
- ☐ class plan, which includes work to be completed each day
- ☐ class progress, which shows student progress and number of overdue assignments
- ☐ class gradebook, which shows student progress toward mastery on grade-level content standards
- ☐ class announcements
- ☐ a link to "Contact My Teacher"

The Online Middle and High School (OMHS) provides students with an engaging daily experience. The tools listed above help students stay focused in their courses. Dedicated tools, like course information and pacing information, announcements, online assessments, and an electronic drop-box for assignment submission all work together to provide a rich course experience for students.

Courses consist of multiple units, lessons, and activities. Teachers post announcements and indicate the lessons, activities, and assessments to be completed each day on the course plan. Students are required to complete any online course work associated with each course.

MVCA's Middle School program primarily consists of live sessions – meaning students work according to daily, scheduled, live Class Connect sessions with their teachers and fellow students. Students are expected to be in attendance for all required synchronous classes which include whole-class instruction, small group instruction, personalized instruction, as well as homeroom and grade-level assemblies.

Course activities may include:

- live sessions in the online classroom
- third party websites such as ClassKick or NearPod, etc.
- online text
- audio recordings
- online self-check exercises
- guided notes
- teacher-created instructional materials

- lesson checkpoints and quizzes
- unit and semester exams
- writing assignments

Student learning can further benefit from close relationships among Parent/Guardian/Learning Coaches, students, teachers, and other support personnel. For students to achieve mastery of middle school courses, the instructional component relies heavily upon skilled, subject-specific teachers. Student academic success will depend upon the student's level of engagement with the curriculum, attendance in live class sessions, and the level of interaction with their teachers and peers.

Learning Coach/Parent Responsibilities

Parent/Guardian and/or Learning Coach involvement is essential to provide the necessary support for our middle school students. Parents/Guardians/Learning Coaches are responsible to do each of the following:

- Update your student's teacher and school with current working phone numbers and email addresses
- Ensure that your student attends and participates in all district- and state-required testing sessions, such as pre- and post-tests, STAR360, PSAT, WIDA, and MSTEP
 - PSAT, MSTEP, and WIDA testing takes place in-person at sites across the state, and MVCA students are expected to attend their assigned testing sessions
- Ensure student is attending all live Class Connect sessions
- Ensure continuous internet activity in the home or learning location
- Report any technical issues or missing materials – please refer to www.help.k12.com for more information
- Ensure student is completing required assignments daily and submitting them to teachers on time
- Monitor grades daily in the OMHS or parent portal
- Communicate with MVCA teachers when a concern or need presents itself
- Communicate with the assigned Student Support Advisor if/when supported by Student Support Team
- Maintain a valid email account that is checked and responded to daily. This is very important for our educational partnership.

Internet Access

Students who are unable to log into school or who have a power outage must have an alternate plan to go to a public library/public location with computer access to do their schoolwork. If the student does not have a backup plan and cannot go to the library, the student must notify their teachers and the attendance department (absent@michva.org) to explain the reason for the absence. Lack of internet access will count as an unexcused absence. Please review the attendance policy within this Handbook for additional details.

Video Access

Students are highly encouraged to utilize the video feature in their class connect sessions. This helps to build the relationship between students, as well as their teachers. Students and those in view of the camera must be dressed appropriately, including wearing a shirt at all times, when accessing the video feature. Items in view of the camera, even in the background, should be school appropriate. Students must also act appropriately just as they would in a traditional classroom.

Chat and Microphone Access

Students are highly encouraged to utilize the chat and microphone features in their class connect sessions. This helps to build a sense of community and participation within the class. Inappropriate use of language, graphics, and pictures will not be tolerated. Chat and verbal communication during instruction should remain focused on the content of the daily lesson. Off-topic chat and verbal communication is not permitted. Teachers can remove privileges at their discretion.

Academic Progression

Middle school courses are delivered on a semester basis (course assignments and other assessments). Students will find a calendar within each course on the middle school platform. Students are not permitted to move ahead within the course or beyond the current semester.

Live Synchronous Instruction (Class Connect)

The middle school day runs from 8 a.m. to 4 p.m. with a ½ hour break for lunch.

Students must:

- review the Class Connect schedule each day on the course home page
- have all equipment, including microphone, in proper working order
- log in individually, through your student account, to attend all required sessions
- arrive promptly at the scheduled time for Class Connect sessions and remain for the duration of the session
- wait for whiteboard, chat, and microphone privileges to be assigned at the discretion of the teacher
- participate and actively engage in the session (students are encouraged to use web cams during Class Connect sessions)
- have school-appropriate clothing on, including a shirt, when on web cam
- be respectful and courteous toward others at all times

(Individual teachers may have additional expectations that are specific to their classrooms.)

Class Connect sessions use Newrow Software. Lessons are student-centered; only students should be using the microphones and chat box during the sessions. Parents/Guardians/Learning Coaches may observe live sessions by sitting near their student. If the Parent/Guardian/Learning Coach has questions, he or she will need to contact the teacher after the live session by email or phone. Parents/Guardians/Learning Coaches must refrain from

coaching their students during live sessions. A goal of this instructional time is for students to become independent learners and critical thinkers. In the event Parents/Guardians/Learning Coaches engage during a live session, the participant will be removed from class

Middle School Grading Policy: Standards Based Grading

Standards Based Grading involves measuring a child's proficiency on the grade level standards being taught. The grades for Standards Based Grading indicate the level of mastery for each individual standard per core subject.

Mastery of standards is determined based on a variety of required data points, including but not limited to:

- OMHS and Other Assessments
- Work Samples
- Exit Tickets from Class Connects
- Writing Samples Graded by Teacher
- Assessments
- Class Engagement through Student Communication

The Standards Based Grading Scale for core content areas is as follows:

- **Mastered** = Student independently and consistently demonstrates that they meet or exceed expectations of the grade level standard
- **Partial Understanding** = Student's independent achievement demonstrates partial understanding of the grade level standard
- **Needs Support** = Student is demonstrating a limited understanding of concepts related to the grade level standard
- **Not Enough Evidence** = Student has not yet provided enough information to determine what the student can do.

The Standards Based Grading Scale for electives courses is as follows:

- Meeting Expectations = Adequate progress in the course.
- Not Yet Meeting Expectations = Does not meet adequate progress in the course.

Skills for Success students will see a rating for important soft skills that represent their current level of engagement and participation in each course.

Middle School Work Policy

- Assignment and assessment due dates will be communicated to students through the course plan as well as in live class connect sessions. Students should check the course plan each day to make sure all assignments are turned in on time.
- Late work policies are determined by each classroom teacher and are dependent on the type of assignment. Please reference each teacher's policies and procedures.
- Teachers will update the gradebook regularly with all newly submitted evidence of standards mastery.
- Rework and redo attempts are an integral part of the standards-based

learning and grading process. Students should regularly review assignment feedback in the assignment and in the gradebook for opportunities to demonstrate additional mastery of standards.

- Pre- and post-tests completed in core subject courses must be completed during the window assigned by the teacher.

Semester Post-Test

- Exams are expected to be completed by 11:59 pm, Eastern Standard Time, on the day of the exam.
- Any missing post-tests will be noted in the teacher's gradebook. Students will still be expected to demonstrate their mastery of the standard(s) being assessed through the post-test.

Advanced Math Courses

Middle school students will need to meet eligibility requirements to participate in advanced courses for math. **The following information will be reviewed and evaluated prior to a student being enrolled in advanced math courses:**

- STAR360 percentile and growth goals
- Prior year passing rates/grades
- Class Connect attendance and participation

8th grade students taking High School courses in math will be eligible to earn high school credit. High School courses will be taught by highly qualified High School math teachers and follow the same policy guidelines as the high school courses. 8th grade students will receive a GPA and earn credit for high school math courses (students must achieve 60% or higher in the course to earn credit.)

Grade Reporting and Parent Teacher Conferences

Parents/Guardians/Learning Coaches will have real-time access to their child's grades via course gradebooks, which are built into the OMHS. Families will receive official report cards, which will be sent via email, at the end of each semester.

Partnership between the Parent/Guardian/Learning Coach and teacher is essential for students to be successful at MVCA. Parent-teacher conference times will be made available near the midterm point of the first semester. Communication will be sent to families sharing the conference dates and time slots. Teachers or parents/guardians/learning coaches may initiate a conference based on student progress or other needs. Once scheduled, please plan on attending the conference at the scheduled time or attempt to provide 24-hours' notice if you are unable to keep the conference time. Progress summaries for all students will either be provided at a video conference or via email. An interpreter can be provided for parent-teacher conferences. Additional conferences can be requested at other times by either the teacher or legal guardian.

Electives

Middle School Students have a set elective schedule. All grade levels will take one semester of health and one semester of art. Physical education is a year-round elective.

Course Advancement

Academic achievement through content and standards mastery is the cornerstone of MVCA and the K12 curriculum. The K12 curriculum is rigorous, broad, and offers optional extension activities in lessons. Students who need additional challenges are encouraged to complete all extension activities.

Educational Development Plans

Beginning in the 7th grade, students are required to work with counselors to create an Educational Development Plan (EDP). An EDP is designed to assist students in identifying career development goals as they relate to academic requirements. An EDP is based on high school readiness scores and a career pathways program or similar career exploration program. This EDP will be reviewed and revised as needed in 7th and then 8th grade, prior to the beginning of high school.

Grade Level Promotion & Retention

Throughout the school year, Michigan grade level standards will be measured for all MVCA middle school students. Students must meet the following criteria to be eligible for promotion to the next grade level: attendance expectations, mastery of standards in core content area courses, and adequate growth on district and state assessments.

Students that are not making adequate progress, are performing below grade level, and/or not demonstrating mastery of standards in their core subject areas may be considered for grade level retention. Students must continue to make adequate progress through the second semester as well.

Parents/Guardians/Learning coaches will be notified of their student's possible retention in writing by March 29, 2024. A parent-teacher conference will be held prior to June 7, 2024, by the members of the instructional team and administration to evaluate the student's overall performance. A final decision will be made by the principal to promote or retain the student following the conference.

Required District Testing

MVCA's goal is to foster individual strengths and help each child develop to their full potential. To ensure all students are receiving an education that meets their individual needs, students at MVCA are required to take several assessments throughout the school year. These assessments provide the teacher with data to plan and instruct each child appropriately.

- Pre- and post-Tests (beginning and end of each unit or semester at teacher discretion)
- STAR360 (Fall, Winter and Spring Online)
- For English Language Learners, WIDA is administered K-12 in person

Students who fail to attend and participate in required testing sessions at the scheduled time will still be expected to complete the required tests and will be added to additional Class Connect sessions until tests are completed. If a student fails to participate in required testing sessions, the principal may need to get involved in setting up a 1:1 testing session.

Required STAR360 Testing

STAR360 assessments will be administered in the Fall, Winter, and Spring.

- Fall Testing Dates: September 7-22, 2023
- Winter Testing Dates: December 5-19, 2023
- Spring Testing Dates: May 13-27, 2024

Specific testing dates and locations will be communicated prior to the testing window.

Required State Testing Attendance Policy

- As a Michigan public school, MVCA must follow Michigan laws and rules and regulations established by the Michigan Department of Education (MDE). According to the MDE, all students in grades 3 – 11 (and eligible 12) are required to participate in state testing as well as EL students who have to take the WIDA K-12. EL students must remain in the state of Michigan for the first 30 days of enrollment and during testing to ensure proper screening and placement.

Being a part of MVCA means that travel to pre-determined testing sites on pre-determined dates will be **required** for testing. Efforts will be made to locate a testing site within one hour of your home. In certain cases, it may be necessary to travel longer than one hour. These tests may be given over a multi-day period depending on a student's grade level. Travel includes going to and from testing locations. If assistance is needed with transportation, please contact your teacher or administrator prior to the testing window.

Specific testing dates and locations will be sent via email no later than two weeks prior to the testing window. Responses to state testing communication are required.

Testing Attendance Requirements

- All public school students enrolled in grades 6-7 are required to participate in the M-STEP (Michigan Student Test of Educational Progress) or MI-Access (as deemed appropriate) ELA and Math subject tests
- All public school students enrolled in 8th grade are required to participate in the M-STEP Science and Social Studies subject tests
- All public school students enrolled in 8th grade are required to participate in the PSAT Math and ELA. All identified English learners K-12 are required to take the WIDA ACCESS 2.0 annually in February.
- Anticipated WIDA Testing Dates – February 5 through March 22, 2024

Anticipated MSTEP Testing Dates

Please note, due to testing site accommodations and staffing, these dates are subject to change or vary by location. Final testing dates and times will be sent no later than two weeks prior to the testing window.

6th Grade MSTEP: April 9, 2024

7th Grade MSTEP: April 9, 2024

8th Grade MSTEP: April 10, 2024

8th Grade PSAT: April 10, 2024

Objectionable Course Content

Our curriculum is aligned to the state standards to support the requirements set by the Michigan Department of Education. As a school, we are expected to provide an education that is aligned to State Content Standards and the Common Core State Standards to ensure our students are college and career ready. If you find objectionable content, please contact your child's teacher to discuss whether other options may exist. Alternatives may not always be provided, and approval is at the discretion of the Teacher and Principal and/or Head of School.

Academic Integrity Policy

All written work, including assessments, are a critical part of any academic program. They offer important information about student progress toward mastery.

Students are expected to honor the following principles while completing assignments and assessments. Only by honoring these principles can you assure both academic and personal integrity.

- You, and you alone, will complete the assessment.
- You will not copy or redistribute any part of the assignment or assessment in any way—electronically, verbally, or on paper.
- You will treat the assessment as "closed book"—meaning that you may not use any textbooks, references, or other materials (printed or electronic) during the assessment—

unless your teacher or the specific assessment otherwise instructs (for example, you are specifically told to refer to certain pages in a book as part of the assessment). At teacher discretion, there may be some assessments in which notes or other resources are allowed.

- You will treat the assessment as "single browser"—meaning that during the assessment you may not log in a second time to your course or open your course or related materials on another browser on another computer. Outside resources that aide in answering assignment or assessment questions are prohibited.
- You will not plagiarize in any way. Copying and pasting answers from the Internet is a form of plagiarism.
- You will not receive help from other students, family members, or acquaintances, either in person or through electronic communication, during tests.

Be sure to ask your teacher if you have questions regarding citing or using other sources.

Consequences of Violating Standards of Academic Integrity

- **First Offense** (in any class):
 - Email to student (LC cc'd) explaining why submission was a violation
 - Student should reply to the email to acknowledge they understand why the assignment is considered plagiarism or to ask any clarifying questions about plagiarism
 - Assignment will not be used as evidence of standard mastery until student redoes the work
 - Offense documented in notes
- **Second Offense** (in any class):
 - Email to student (LC cc'd)
 - Student must reply to the email to acknowledge they understand why the assignment is considered plagiarism.
 - Phone call to LC
 - Student may be required to attend mandatory office hours to work with teacher
 - Assignment will not be used as evidence of standard mastery until student redoes the work
 - Offense documented in TotalView School notes
- **Third Offense and Beyond** (in any class):
 - Meeting between student, LC, and administrator
 - All grade-level teachers notified
 - Offense and meeting notes documented in notes
 - Assignment will not be used as evidence of standard mastery. Additional attempts on the plagiarized assignment will no longer be allowed.
 - Other disciplinary action deemed as necessary. This could include suspension. If a suspension is warranted, students will still be expected to complete work that was missed while curriculum was locked.

Teachers may use an online program that helps them to determine a violation of academic integrity.

School Supplies and Equipment

MVCA provides middle school students with a laptop. Additionally, MVCA provides hard copies of

texts not available online as well as other items such as art supplies. Please use the school-provided laptop for all school-related functions. Please also have pencils, notebooks and any other materials you find useful available during school hours.

School Outings and Events

MVCA offers events and outings for our students throughout the school year. These events are held at various locations across the State. Students will be notified of these events through course announcements, newsletter, or email.

Professional interpreter services or disability accommodations may be requested for students/parents/guardians/learning coaches or other individual attending the school outing or event by contacting Iliana El-Khailani at ielkhailani@k12.com or the Head of School.

Communication

Students and Parents/Guardians/Learning Coaches can contact teachers through their school- level MVCA email address. All emails sent to the MVCA student email address are copied and sent to the primary Parent/Guardian/Learning Coach email address. It is recommended that Parents/Guardians/Learning Coaches create an email account, which is used solely for MVCA correspondence. The email account should be safe and secure and used for all communications between Parent/Guardian/Learning Coach, student, and teacher. It is expected that students and Parents/Guardians/Learning Coaches read their email at least once a day.

Students and Parent/Guardians/Learning Coaches may also contact teachers through the MVCA telephone number: 616-309-1600. A directory of staff extensions is available through the main number.

Professional interpreter services or disability accommodations may be requested for students/parents/guardians/learning coaches or other individual attending the conference by contacting Iliana El-Khailani at ielkhailani@k12.com or the Head of School.

Addressing Questions or Concerns

Should a student or Parent/Guardian/Learning Coach have questions or concerns, please follow the procedures as outlined below:

- Step 1: All concerns and issues should first be directed to the student's content or homeroom teacher to allow an opportunity to address and resolve the matter.
- Step 2: If the issue or concern is about an MVCA teacher, the student or Parent/Guardian/Learning Coach is advised to contact the Middle School Lead Teacher (see School Directory).
- Step 3: If the concern is not resolved with the Middle School Lead Teacher, the student or Learning Coach should then contact the Middle School Principal (see School Directory).
- Step 4: If the concern is not resolved with the Middle School Principal, Learning Coaches should then contact the Head of School (see School Directory).

MVCA's High School Academic Program

This section of the Handbook is designed to help you build and maintain your relationship with the Michigan Virtual Charter Academy's High School program. MVCA is a public charter school, that is a cyber school. One of the key success factors of the High School program is developing relationships between the school and the student's support network. A critical component of this relationship is trust, which comes through the sharing of information, meaningful and regular communications, and establishing clear expectations.

Summary of High School Model

The MVCA High School utilizes the Online School to provide the online school campus and courses. The MVCA High School landing page features:

- daily live Class Connect schedule
- link to access student email account
- list of courses including current course average and letter grade and a list of overdue assignments.

Each High School course home page includes:

- class content
- class updates, which includes teacher and peer feedback on assignments
- class plan, which includes work to be completed each day
- class progress, which shows students current grade, progress, and number assignments
- class announcements
- a link to access student email account
- live Class Connect schedule including homeroom, assemblies, and small group targeted instruction

The Online School provides students with an engaging daily experience. The tools listed above help students stay focused in their courses. Dedicated tools, like course information and pacing information, announcements, easy to use online assessments, and an electronic drop-box for assignment submission all work together to provide a rich course experience for students.

Courses are delivered by semester. Year-long courses are comprised of two semesters. Courses consist of multiple units, lessons, and activities. Teachers post announcements and list the lessons, activities, and assessments to be completed each week on the course calendar.

MVCA's High School program is primarily live sessions— meaning students work according to daily, scheduled, live Class Connect sessions with their teachers and fellow students. Students are expected to be in attendance for all synchronous classes which include whole class instruction, small group instruction, personalized instruction, homeroom, and grade-level assemblies. Students should complete any online course work associated with each course.

Course activities may include:

- live sessions in the online classroom
- online text
- audio recordings
- threaded discussions with teachers and fellow students
- online self-check exercises
- teacher-created instructional materials
- lesson checkpoints and quizzes
- unit and semester exams
- writing assignments and projects to be graded by the teachers

Close relationships among Parents/Guardians/Learning Coaches, students, teachers, and other support personnel will further benefit student learning. For students to achieve mastery of high school level courses, the instructional component relies heavily upon skilled subject-specific teachers. Student academic success in high school will depend upon the student's level of engagement with the curriculum, attendance in live class sessions, and the level of interaction with their teachers and peers.

Parent/Guardian/Learning Coach Responsibilities

Parent/Guardian and/or Learning Coach involvement is essential to provide the necessary support for our high school students. MVCA views the teacher's relationship with the Parents/Guardians/Learning Coaches as essential for student success. As students' progress through school, MVCA encourages Parents/Guardians/Learning Coaches to foster self-sufficiency as appropriate. Parents/Guardians/Learning Coaches are responsible to do each of the following:

- LC must have working telephone number and email address
- Ensure your child attends and participates in all state-required testing, i.e., PSAT, WIDA K-12 (for English Language Learners), SAT, ACT Workkeys and MSTEP
- Ensure your child attends and participates in all district-required testing using the online Star360 platform three times per year
- Ensure your student is attending all live class sessions including whole group, small group, personalized instruction, homeroom, and grade-level assemblies
- Ensure continuous internet activity in the home or learning location
- Report technical issues or missing materials. Refer to www.help.k12.com for information
- Ensure your student is completing required assignments daily and submitting them to teachers on time
- Monitor grades daily in the online school
- Communicate with MVCA teachers when a concern or need arises
- Communicate with Student Support Advisor if and when supported by Student Support Team
- Check and respond to all emails daily
- Request a legal work permit from the minor child's guidance counselor

Academic Pacing

All high school courses are paced per semester based upon course assignments and other assessments. Each semester is organized into two halves with a midterm checkpoint built in to assist students with staying current with assignments and assessments. Students will also find a calendar within each course on the high school platform. Students are only permitted to work at their own pace within the current unit. Students are not permitted to move ahead of the course schedule beyond the current unit.

The midterm checkpoint helps students pace out their academic workload by allowing them to look at 8 weeks of material at a time. The midterm checkpoint is a week, at the midpoint of each semester, during which teachers and students work together to ensure all coursework from the previous 8 weeks is completed, submitted, and has met the assignment criteria.

Honors Courses

Honors courses are available in most core subject areas and refer to exclusive, higher-level classes that proceed at a faster pace and cover more material than the regular classes. Students can expect at least two (2) additional projects/units versus the regular classes and they are more demanding in terms of preparation, time, and studying.

Students who enroll in honors classes receive a 0.5 credit increase and more academic recognition, which may help them secure scholarships and/or entrance into their target college. Students must meet specific criteria to be enrolled in honors courses, including a B or higher in a respective class and/or teacher recommendation. Once enrolled, students are committing to the full semester and can only drop the course within the drop/add window.

Credit Recovery Courses

Many life experiences can lead to students falling behind and failing a course, resulting in them being credit deficient. This credit deficiency can prevent students from graduating and can be due to excessive absences, inability to keep pace with the rest of the class, personal difficulties, and learning disabilities, to name a few reasons. Credit Recovery courses provide students with the opportunity to earn their credits and make progress towards their graduation requirements.

Academic counselors will identify 3rd or 4th year students at MVCA who have credit deficiencies/have failed a core class. Those students must have failed the core course with a final percentage of 40 – 59% to be eligible for Credit Recovery. Counselors will schedule students who meet these criteria in the appropriate Credit Recovery course (if available). First semester (A courses) will run the first 8 weeks, while second semester (B courses) will run the second 8 weeks of the semester. Note: Priority is given to our 3rd & 4th year students, but 1st and 2nd year students may be considered in extenuating circumstances.

Credit Recovery teachers will use priority standards, and possibly an initial standards-based diagnostic test, to determine which lessons and objectives students must master to meet the course expectations and Michigan Merit Curriculum requirements. Based on these objectives, teachers will pace out their course so that the student will complete assignments to demonstrate standard mastery over the course of 8 weeks (with the exception of Economics and Government which will run semester long).

If a student wishes to try to test out of the Credit Recovery course by completing the final exam with a grade of 77% or higher, the student must email the Credit Recovery teacher and let them know within the first 2 weeks of the course. If a student earns a 77% or higher on this exam, we will grant a P (Pass) for the course and no more work is required in the course. If a student earns less than a 77% on the test out or a student does not attempt a test out, they will need to work through the course and complete ALL unit assessments assigned to them.

Students are expected to complete coursework on time & attend all live class sessions. They can move through the course in a self-paced manner, but daily work and progress will contribute to higher success rates. Students must earn a 60% or better overall to earn the credit (P) for the course.

Internet Access

Students who are unable to log into school or who have a power outage must have an alternate plan to go to a public library/public location with computer access to do their schoolwork. If the student does not have a backup plan and cannot go to the library, the student must notify their teachers to explain the reason for the absence. Lack of internet access will count as an unexcused absence. Please review the attendance policy within this handbook for additional details.

Communication

Students and Parents/Guardians/Learning Coaches may contact their teachers through their school level MVCA email address. All emails sent to the MVCA student email address are copied and sent to the primary Parent/Guardian/Learning Coach email address. It is recommended that Parents/Guardians/Learning Coaches create an email account, which is used solely for MVCA correspondence. This email account should be safe and secure and used for all communication between Parent/Guardian/Learning Coach, student, and teacher. It is expected that students and Learning Coaches read their email at least once a day.

Students and Parents/Guardians/Learning Coaches may also reach out to their teachers through the MVCA telephone number: 616-309-1600. A directory of staff extensions is available through the main number.

Professional interpreter services or disability accommodations may be requested for students/parents/guardians/learning coaches or other individual attending a conference by contacting Iliana El-Khailani at ielkhailani@k12.com or the Head of School.

Grade Level Placement

Grade placement at MVCA is based upon credits earned. The receipt of an accurate and complete transcript from all previously attended schools is extremely important. Students will remain in their current grade until the end of the school year in which they have earned sufficient credits to be promoted to the next grade level.

- **9th Grade** = 0-4.75 cumulative credits earned
- **10th Grade** = 5-9.75 cumulative credits earned
- **11th Grade** = 10-14.75 cumulative credits earned
- **12th Grade** = 15+ cumulative credits earned

Academic Progress/Grading

Grades within high school courses will be determined based upon student performance on a variety of activities and assessments. Graded activities may include:

- Daily assignments such as written assignments, projects, threaded discussions, and presentations.
- Assessments such as interims, checkpoints, quizzes, tests, and exams.
- Attendance and participation in live class sessions.

Students and Parents/Guardians/Learning Coaches have access to all grade information 24/7.

Grading Scale

Letter Grade	GPA Equivalent	Percentage		Letter Grade	GPA Equivalent	Percentage
A	4.0	92.5%-100%		C	2.0	72.5%-76.4%
A-	3.7	90.0%-92.4%		C-	1.7	70.0%-72.4%
B+	3.3	86.5%-89.9%		D+	1.3	66.5%-69.9%
B	3.0	82.5%-86.4%		D	1.0	62.5%-66.4%
B-	2.7	80.0%-82.4%		D-	0.7	60.0%-62.4%
C+	2.3	76.5%-79.9%		F	0.0	0.0%-59.9%

In grades 9-12, students will receive credit toward graduation for all courses in which a

student earns a 60% or higher. Students earning a semester grade point average of 3.0 or higher will be eligible for the Honor Roll.

Live Synchronous Instruction (Class Connect)

- Students must:
 - review the Class Connect schedule each day on the course home page
 - have all equipment, including microphone, in proper working order
 - log in individually to attend all required sessions
 - arrive promptly at the scheduled time for Class Connect
 - wait for whiteboard, chat and microphone privileges to be assigned at the discretion of the teacher
 - only communicate regarding direct content of the lesson
 - be respectful and courteous toward others at all times
 - participate and actively engage in the session

(Individual teachers may have expectations that are specific to their classrooms.)

Class Connect uses Newrow software. All students are located within their home environment logging into live sessions virtually to connect with classmates and teachers. Class Connect sessions are provided to students. Because the lessons are student-centered, *only students should be using the microphones and chat box during the sessions.*

Students are encouraged to use their webcam in Class Connect sessions. Students must wear school-appropriate clothing while on their webcam, including a shirt, at all times.

Class Connect Attendance

Attendance in Class Connect sessions is required. Class Connect sessions are designed to meet the needs of our students at their grade level while ensuring that grade level standards are taught to the students. If students are not able to participate in class, they are missing out on this important learning. If your child is going to miss class, the teacher must be notified ahead of time.

Late Work Policy

Computer-Graded Assignments

- Computer-graded assignments may consist of, but are not limited to, multiple choice quizzes, unit assessments, and tests.
- Computer-graded assignments, tests, and quizzes have a due date and time determined by the teacher and will be noted on the classroom calendar and in the asynchronous course. Zeros are input for incomplete computer-graded assignments following the assignment's calendar due date. These zeros are meant as a placeholder so students can easily identify missing work.
- Computer-graded assignments are expected to be turned in on time. Teachers may impose a reduction of score penalty immediately following the due date. At the midterm checkpoint or end of the semester, no submissions will be accepted.
- Teacher feedback may not be provided for overdue assignments.
- Computer-graded assignments that remain incomplete at the end of each midterm

checkpoint will receive no credit and the assignment will be locked.

Note: *Teachers are willing to work with students for documented extenuating circumstances.*

Teacher-Graded Assignments

- Teacher-graded assignments may consist of, but are not limited to, Class Connect attendance, written portions of unit and semester assessments, written assignments, projects, discussion forums, and essays. The Teacher may create additional graded assignments outside of course material.
- Teacher-graded assignments, projects, tests, and quizzes are due on a date and time determined by the teacher. The due date will be noted on the classroom calendar and in the asynchronous course. At their discretion, teachers may set any of these items as timed and/or proctored assignments to simulate AP Exam scenarios.
- At their discretion, teachers may provide retake/redo/rework attempts to students as a way for students to improve their understanding and their overall score.
- Zeros are input for incomplete teacher -graded assignments, projects, tests, and quizzes following the calendar due date. These zeros are meant as placeholders, so students can easily identify missing work. Teacher-graded assignments are expected to be turned in on time. Teachers may impose a reduction of score penalty immediately following the due date.
 - Penalty structure for late work: Up to one month late = 30% reduction. More than one month late = 75% reduction.
 - Teacher feedback may not be provided for overdue assignments.
- Teacher-graded assignments that remain incomplete at the midterm checkpoint or end of semester will receive no credit, and the assignment will be locked.

Note: Teachers are willing to work with students for documented extenuating circumstances

Semester Exams

- Both the computer-graded and teacher-graded portions of the semester exam are due by 11:59 pm EST on the day assigned.
- Exams will be open and available to students per the posted exam schedule each semester. Exams will not be opened early, and no extensions are available beyond the due date.
- Exams that are not submitted, and display as “in progress,” will receive a score of zero.
- Incomplete exams will be scored based on the work that was submitted. No retakes are allowed on semester exams.

Advanced Placement Courses

MVCA offers advanced placement courses. Entrance into the AP Program is set out in three

paths based on the entrance of the student going into the 10th, 11th, or 12th grade, and if they are a returning, new or transfer student.

Returning students must sign up for the AP course(s) of their choice by the course selection deadline set by the counselors. They must be a student in good standing and have a minimum grade of 80% in a comparable course or a prerequisite course for the AP course in which they wish to enroll. A teacher recommendation is required. A writing sample may be required, as well. Students are required to sign an AP Compact that explains the student's responsibilities in order to remain in the AP Program.

New students must have an enrollment date no later than the first day of the fall semester if they want to enroll in the AP Program. New students must have a minimum grade of B in a comparable course or a prerequisite course for the AP course in which they wish to enroll. A writing sample, the signed AP Compact, and attendance at the AP orientation sessions are required.

Students transferring to MVCA during the school year may be admitted into the AP Program at the discretion of the AP Committee. Detailed grade reports or work samples may be required. The signed AP Compact is required upon entry to the AP Program.

The AP Committee, consisting of the AP Coordinator, AP teachers, school counselor, and HS administrator will review a student's request to enroll in an AP course. The AP Committee will approve or deny the request based on the materials submitted by the student. For current AP course offerings, students should contact their counselor.

If you are interested in learning more about AP courses, please speak with your teachers or academic counselor to learn more and to obtain a list of AP courses offered at MVCA.

Late Work Policy for Advanced Placement Courses

Computer-Graded Assignments

- Computer-Graded Assignments may consist of, but are not limited to, multiple-choice quizzes, unit assessments, and tests.
- Computer-graded assignments, tests, and quizzes have a due date and time determined by the teacher and will close one week after the assigned calendar due date.
- Computer-graded assignments are timed. Once the student accesses the assignment, he or she has an amount of time determined by the teacher (not to be less than 60 minutes) to complete it.
- Zeros are input for incomplete computer-graded assignments following the assignment's calendar due date. These zeros are meant as placeholders, so students can easily identify missing work. If any assignments remain incomplete one week after the due date, the grade remains a zero.
- **Note:** *Teachers are willing to work with students for documented*

extenuating circumstances.

Teacher-Graded Assignments

- Teacher-graded assignments may consist of, but are not limited to, Class Connect attendance, written portions of unit and semester assessments, written assignments, projects, discussion forums, and essays. The Teacher may create additional graded assignments outside of course material.
- Teacher-graded assignments, projects, tests, and quizzes are due on a date and time determined by the teacher. The due date will be noted on the classroom calendar and in the asynchronous course. At their discretion, teachers may designate any of these items as timed and/or proctored to simulate AP Exam scenarios.
- Zeros are input for incomplete teacher-graded assignments, projects, tests, and quizzes following the calendar due date. These zeros are meant as placeholders, so students can easily identify missing work.
- Students may complete overdue teacher-graded work up to one week beyond the posted due date with a reduction of score penalty of 25%.
- Teacher-graded assignments that remain incomplete beyond the one-week grace period will receive no credit, and the assignment will be locked.

Note: *Teachers are willing to work with students for documented extenuating circumstance*

Semester Exams

- Semester exams may take place prior to the AP exam in early May and not in the exam window for other courses.
- All portions of the semester exam are due by 11:59 pm EST on the day assigned.
- Teacher may require the semester exam to be handwritten to simulate AP Exam conditions.
- Exams will be open and available to students per the posted exam schedule each semester. Exams will not be opened early, and no extensions are available beyond the due date.
- Exams that are not submitted, and display as “in progress,” will receive a score of zero.
- Incomplete exams will be scored based on the work that was submitted. No retakes are allowed on semester exams.

Test Out Policies and Procedures

Students are permitted to demonstrate mastery of a course through a “test out” procedure. The summative assessment (which may take the form of a single exam, a series of tests, a performance, a presentation, a paper, a project, or other component) will cover all the required content expectations for the course.

MVCA students will be notified of the test out windows each school year. They typically are scheduled near the beginning of the school year and at the beginning of the second semester. Students will only be able to attempt to test out during the test out windows, by written request to the student’s counselor.

Things to consider before requesting a test out:

- Passing the test out places students in the next level of the subject area (if the subject is sequential, like Math or World Language)
- Passing earns credit for the course. Students do not earn a grade. Test results do not impact GPA.
- Passing is defined as earning a score of 77% or better on summative assessment.
- There is no fee for attempting a test out.
- If a student enrolls in a course, and during the semester decides he or she wants to test out instead, the student cannot drop the course mid-semester and the grade they earn will be reflected on the official transcript, regardless of whether they complete a test out at a later date.
- Future college-bound student athletes: the NCAA does NOT accept test out credit as high school credit.

Objectionable Course Content

Our curriculum is aligned to the state of Michigan standards and the rules and regulations established by the Michigan Department of Education. As a school we are expected to provide an education that is aligned to State Content Standards and the Common Core State Standards to ensure our students are college and career ready. If you find objectionable content, please contact your child's teacher to discuss whether other options may exist. Alternatives may not always be provided to the student. Approval of an alternative is at the discretion of the teacher and Principal and/or Head of School.

School Supplies and Equipment

MVCA provides high school students with a laptop and printer. Additionally, MVCA provides hard copies of texts not available online, as well as items such as art supplies. MVCA does not supply student printer ink beyond the initial supply that comes with the printer.

At the high school level, some elective courses may have specific hardware/software requirements. Please contact your student's teacher or refer to the high school course catalog for details and planning.

Work Permits

We understand that work is a part of the lives of many of our students at MVCA. Work hours are after school and on weekends only. Working during the school day prohibits students from engaging in live classes and lessons.

Minors under 18 years of age must obtain a work permit before starting employment. An employed student must still comply with Michigan compulsory attendance laws. If the minor changes jobs, a new work permit is required for the new employer. MVCA reserves the right to deny any work permit request for a student in poor academic standing. An awarded work permit

may be revoked for poor academic performance. A work permit is required even if the minor is home/cyber/virtual/online schooled. Work permits must be completed prior to beginning work.

Timeline for Work Permit Processing (Process can take approximately two weeks). According to new guidelines from The Michigan Department of Education, work permits can be issued virtually. Work permit requests can be sent to the minor's school counselor.

Standards of Academic Integrity For Assessments

Assessments are a critical part of any academic program. They offer important information about your progress toward mastery. You are expected to honor the following principles while taking assessments. Only by honoring these principles can you assure both academic and personal integrity.

- You, and you alone, will take the assessment.
- You will not copy or redistribute any part of the assessment in any way—electronically, verbally, or on paper.
- You will treat the assessment as “closed book”—meaning that you may not use any textbooks, references, or other materials (printed or electronic) during the assessment unless your teacher or the specific assessment otherwise instructs (for example, you are specifically told to refer to certain pages in a book as part of the assessment).
- You will treat the assessment as “single browser”—meaning that during the assessment you may not log in a second time to your course or open your course or related materials on another browser or on another computer.
- Your answers will represent your work and *only* your work, free of any outside assistance.
- You will not plagiarize in any way.
- You will not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.

You will be asked to submit written assignments for teachers to grade. Your written work must be completely free of plagiarism. Plagiarism is copying another person's work without providing direct reference to the author, original print material, or website. Put simply, always give credit where it is due. Be sure to ask your teacher if you have questions regarding citing sources. Schools have web tools available to check for student plagiarism.

You may also be asked to submit oral assignments for teachers to grade. Your oral work must be completely free of plagiarism. Plagiarism in assignments includes copying another person's work without providing direct reference to the author, having another person provide your recording, and so on. Be sure to ask your teacher if you have questions regarding citing or using other sources.

Consequences for Violating Standards of Academic Integrity

- **First Offense (in any course):**
 - Teacher emails student explaining why action/submission was a violation of academic integrity standards;
 - Ability to redo the assignment and submit for credit;
 - Student required to view video explaining plagiarism and complete exit quiz;
 - Offense documented in student record.
- **Second Offense (in same course):**
 - Teacher emails student explaining why action/submission is a violation of academic integrity standards;
 - Teacher calls Parent/Guardian/Learning Coach;
 - Zero on entire assignment violating academic integrity or ability to redo for credit, per teacher discretion;
 - Offense is documented in student record.
- **Third Offense (in same course):**
 - Content lead contacts student and Parent/Guardian/Learning Coach through email and phone;
 - Zero on assignment violating academic integrity;
 - Offense documented in student record.
- **Fourth Offense (in same course):**
 - Administrator contacts student and Parent/Guardian/Learning Coach through email and phone
 - Zero on assignment violating academic integrity Other disciplinary action as deemed appropriate by teacher/administration
 - Offense is documented in student record
- **Fifth Offense (in same course):**
 - Administrator contacts student, Parent/Guardian/Learning Coach through email and phone
 - Administrator holds conference with student, Parent/Guardian/Learning Coach, and teacher
 - Zero on assignment violating academic integrity
 - Other disciplinary action as deemed appropriate by teacher/administration
 - Offense is documented in student record

Teachers may use an online program that helps them to determine a violation of academic integrity.

Required State Testing Attendance Policy

As a Michigan public school, MVCA must follow Michigan laws and the rules and regulations established by the Michigan Department of Education (MDE). According to the MDE, all students in grades 3 – 11 (and eligible 12) are required to participate in state testing. Being a part of Michigan Virtual Charter Academy means that travel to pre-determined testing sites on pre-determined dates will be required for testing. Testing may take place on multiple days depending on grade level. Travel includes going to and from testing locations. If assistance is needed with transportation, please contact your teacher or administrator prior to the testing window.

2023-2024 High School testing dates are April 10-26, 2024

Testing Attendance Requirements per the Michigan Department of Education

- All MVCA students classified by credits in grade 11 or 12, who have not yet taken the full Michigan Merit Exam must take the M-STEP (Michigan Student Test of Educational Progress) in science and social studies.
- All MVCA students classified by credits in grade 11 or 12, who have not yet taken the full Michigan Merit Exam are required to take both the SAT and ACT WorkKeys exams.
- All MVCA students classified by credits in grade 9 are required to participate in the PSAT 9.
- All MVCA students classified by credits in grade 10 are required to participate in the PSAT 10.
- English Language Learners must remain in their attendance area for the first 30 days of enrollment to ensure proper screening and placement.
- All English Language Learners enrolled in grades 9-12 are required to participate in the 2023- 2024 WIDA ACCESS 2.0.
- EL students must remain in the state of Michigan for the first 30 days of enrollment and during testing to ensure proper screening and placement.

Required District Testing Attendance Policy

All high school students are required to take three (3) assessments during the school year using the Star360 platform. The assessments will be administered virtually three (3) times per year; at the beginning, middle and end of the school year in the areas of English and math. These tests are scheduled and must be taken within a one-week window as communicated by the course teacher. These dates will be posted in the course calendars in each course. Students will receive credit and points toward their overall course grade. These tests are taken online at home. Additionally, all ELs enrolled in K-12 are required to participate in the 2023-24 WIDA ACCESS 2.0.

Graduation Requirements

The first steps toward successful completion of the course requirements for high school graduation begin when a student starts earning credits toward graduation. Students and their parents should review the Michigan Merit Curriculum State Graduation Requirements listed below when selecting courses each term. Please note these are the minimum state requirements and may not fulfill all admission requirements at some postsecondary institutions. All students are required to meet the Michigan Virtual Charter Academy graduation requirements

MVCA offers two (2) different high school diploma pathways. Both adhere to graduation requirements set forth by the State of Michigan. School counselors will advise students as to which option is best for them.

Additionally, students may be eligible for a personal curriculum to support them in meeting the graduation requirements set by the Michigan Merit Curriculum.

For students with moderate to severe cognitive impairments and other disabilities that

may make a diploma difficult to obtain, there is one (1) certificate of completion option available.

Starting with the Class of 2021, students must earn a total of 22 credits – 18 required by the State of Michigan, including two credits of World Languages, plus four additional elective credits.

Michigan Virtual Charter Academy High School Graduation Credit Requirements (22 Credits)
English (4 credits) <ul style="list-style-type: none"> 1 credit in 9th, 10th, 11th, and 12th grades All credits aligned to state approved standards
Mathematics (4 credits) <ul style="list-style-type: none"> 3 credits aligned with the state approved standards of Algebra I, Geometry and Algebra II 1 math credit or math related course during the student's senior year
Science (3 credits) <ul style="list-style-type: none"> 1 Biology/Life Science credit 1 Physical Science credit 1 Earth Science credit
Social Studies (3 credits) <ul style="list-style-type: none"> 1 US History credit
<ul style="list-style-type: none"> 1 World History credit 0.5 Government credit 0.5 Economics credit
Physical Education/Health (1 credit) <ul style="list-style-type: none"> 0.5 Physical Education credit 0.5 Health credit
Visual, Performing, and Applied Arts (1 credit) <ul style="list-style-type: none"> Course credit aligned to state guidelines
World Language (2 credits) <ul style="list-style-type: none"> Credits earned in grades 9-12 or an equivalent learning experience in grades K-12 Students may fulfill the second year credit of World Language by completing an additional credit in Visual, Performing and Applied Arts
Additional Electives (4 credits) <ul style="list-style-type: none"> 4 additional elective credits throughout grades 9-12 of student's choice

Note: Beginning with the 2016 graduating class, a student has the option to reduce the number of World Language credits to one and increase the visual, performing, and applied arts to two.

Certification Pathway

- Certificate of Completion
 - Student demonstrates ability to master content presented at his/her level
 - Students must have completed 4 years of High School.
 - For students with IEPs and are moderately to severely impaired, there is one (1) certificate of completion pathway available if found eligible. Each diploma and certificate pathway will be outlined in this section.

Please consult with your student's guidance counselor regarding which educational plan is most appropriate for your student. Additionally, an explanation of personal curriculums is also provided below. Personal curriculums are used in cases where students meet eligibility criteria and require allowable adaptations to the MMC Graduation requirements.

Personal Curriculums

A Personal Curriculum that modifies some of the Michigan Merit Standards requirements (MMC) may be requested by any of the following persons on behalf of a student who has completed grade 9 (If a special education student, grade 8):

- A teacher who is currently teaching the student, who currently teaches in, or whose expertise is in a subject area proposed to be modified by the personal curriculum;
- A person who is determined by the principal to have qualifications otherwise relevant to developing a personal curriculum;
- A school counselor or school staff member qualified to act in a counseling role under section 380.1233 or 380.1233a of the Michigan Revised School Code (Code);
- The student's parent or legal guardian;
- The student (if aged 18+ or an emancipated minor).

A teacher, school counselor, or school employee qualified to act in a counseling role under section 380.1233 or 380.1233a of the Michigan Revised School Code, may contact a student's parent or legal guardian to discuss the possibility and potential benefits of a Personal Curriculum for their student.

If all of the requirements below for completing a Personal Curriculum are met, then the MVCA Board of Directors may award a high school diploma to a student who successfully completes his/her Personal Curriculum even if it does not meet the requirements of the Michigan Merit standard.

The Personal Curriculum shall be developed by a group that includes at least the following members:

- The student
- One of the student's parents or legal guardians
- A teacher, a high school counselor, or other designee qualified to act in a counselor role under the code, selected by the High School Principal
- The teacher included in the group shall be a teacher who is:
 - currently teaching the student
 - a teacher who currently teaches in or whose expertise is in a subject area being

- modified by the personal curriculum
- a teacher determined by the principal to have qualifications otherwise relevant to the group
- School psychologist or special education designee (if student receives special education services)

The personal curriculum meeting is not required to be an in-person meeting.

- The personal curriculum shall:
 - incorporate as much of the subject area content expectations included in the MMC as is practicable for the student, in accordance with MCL 380.1278a (1) and MCL 380.1278b (1)
 - establish measurable goals that the student must achieve while enrolled in high school;
 - provide a method to evaluate whether the student achieved these goals;
 - be aligned with the student's educational development plan(EDP).

Before it takes effect, the Personal Curriculum must be agreed to by the student's parent or legal guardian and the Head of School or his/her designee.

- The student's parent or legal guardian shall be in communication with each of the student's teachers to monitor the student's progress toward the goals contained in the student's Personal Curriculum.
- Revisions may be made in the Personal Curriculum if the revisions are developed and agreed to in the same manner as the original Personal Curriculum.
- The Personal Curriculum developed follows all legal guidelines and requirements set forth in the Michigan Revised School Code, MCL §380.1278b (5).
- If a student is not successfully completing a credit required for graduation or is identified as being at risk of withdrawing from high school, then MVCA shall notify the student's parent or legal guardian, or, if the student is at least age 18 or an emancipated minor, the student, of the availability of tutoring or other supplemental educational support and counseling services that may be available to the student under existing state or federal programs, such as those programs or services available under section 31a of the State School Aid Act of 1979, MCL § 388.1631a or the Every Student Succeeds Act.

Special Education Personal Curriculum Provisions

If the parent or legal guardian of a student requests as part of the student's Personal Curriculum, a modification of the MMC requirements that would not otherwise be offered under state law and can demonstrate that the modification is necessary because the student is a child with a disability, MVCA may allow that additional modification to the extent necessary because of the student's disability if the PC Team determines that the modification is consistent with both the student's EDP and IEP. The PC Plan must be agreed to by both the parent or legal guardian of a student and the Head of School or designee before being implemented.

If a student receives special education services, the student's IEP, in accordance with the Individuals with Disabilities Education Act, 20 USC 1401 *et seq.*, its corresponding regulations and Michigan laws rules and regulations, including Michigan Administrative Rules for Special Education (MARSE) shall identify the supports, accommodations, and modifications necessary to allow the student to progress in the curricular requirements of the MMC, or a personal

curriculum as provided under MCL 380.1278b (5) and meet the requirements for a high school diploma. MVCA shall comply with all federal and state special education laws, rules and regulations.

Transfer Student Personal Curriculum Provisions

If a student transfers to MVCA from out of state or from a nonpublic school, the student's parent or legal guardian may request, as part of the student's personal curriculum, a modification of the MMC that would not otherwise be allowed under state law. MVCA may allow this additional modification for a transfer student if all of the following are met:

- The transfer student has successfully completed at least the equivalent of two (2) years of high school credit out of state or at a nonpublic school. MVCA may use appropriate assessment examinations to determine what credit, if any, the student has earned out of state or at a nonpublic school that may be used to satisfy the curricular requirements of the MMC.
- The transfer student's personal curriculum incorporates as much of the subject area content expectations of the MMC as are practicable for the student.

The transfer student's personal curriculum requires the student to successfully complete at least one (1) mathematics course during the final year of high school enrollment. In addition, if the transfer student is enrolled in MVCA for at least one (1) full school year, both of the following apply:

- A transfer student's personal curriculum shall require that this mathematics course is at least algebra I.
- If the transfer student demonstrates that he/she has mastered the content of algebra I, the transfer student's personal curriculum shall require that this mathematics course is a course normally taken after completing algebra.
- The transfer student's personal curriculum includes 0.5 credits of civics.

Students graduating with Honors

Upon successful completion of the Michigan Merit Curriculum, graduating students will be eligible for the following distinctions:

Valedictorian: The one graduating student with the highest GPA after Senior final exams in May will be recognized as Valedictorian. At the end of the academic year, School Counselors will determine the Valedictorian to the thousandth decimal place. In the event that more than one student has the same highest GPA, co-Valedictorians will be named. To be eligible for the title of valedictorian, a student must have been enrolled for one full academic year (prior to February count day the school year before graduation).

Salutatorian: The one graduating student with the second highest GPA after Senior final exams in May will be recognized as Salutatorian. At the end of the academic year, School Counselors will determine the Salutatorian to the thousandth decimal place. In the event that more than one student has the same second highest GPA, co-salutatorians will be named. To be eligible for the title of salutatorian, a student must have been enrolled for one full academic year (prior to February count day the school year before graduation).

Academic Honors: Honors will be awarded upon graduation using the following GPA criteria

Summa Cum Laude: 3.9 and above

Magna Cum Laude: 3.7 – 3.89

Cum Laude: 3.5 – 3.69

Graduation Plans

When students transfer to MVCA, a graduation plan will be completed to develop the student's course of study. Graduation Plans will be reviewed and modified, if necessary, at the end of each semester.

Counseling Opportunities

MVCA will provide all students with a developmentally appropriate school counseling program. MVCA will use a combination of curriculum, web-based tools, and strategies that have demonstrated success. The school counseling program is a key piece of MVCA's mission to prepare all students for college and career readiness as they prepare for the complex demands of the 21st century. MVCA will offer the following components to support our comprehensive school counseling program:

- career assessment, exploration, and skills development
- individual and group counseling services for all students on personal/social issues
- study skills as determined by needs assessment
- developmental guidance curriculum to promote the academic success and personal growth of every student
- Parent/Guardian/Learning Coach outreach, education, and support services, facilitating community resources and referral programs
- individualized academic advisement and graduation planning
- college and post-secondary education counseling and web tools that guide students through the preparation, selection, application, and admissions processes
- Seals of Biliteracy

Dual Enrollment Opportunities

MVCA recognizes the value to students to enroll in college courses offered by accredited and degree-granting colleges and universities in Michigan while they are still in high school. Students are able to replace MVCA classes with college classes. The number of reduced courses at MVCA is dependent upon the number of college courses the student is enrolled in at the college.

Tuition, mandatory course fees, material fees, including textbooks required for a course and registration fees required by the postsecondary institution are paid for by the Academy up to and equal to the prorated percentage of the statewide pupil-weighted average foundation allowance, based on the proportion of the school year that the eligible student attends the eligible postsecondary institution. Transportation, parking costs and activity fees are not eligible charges to be paid by the Academy.

Once a student is enrolled in a class, it is the student's responsibility to meet any deadlines to

drop a course. A student who fails to timely drop a course or a student who fails a course is responsible to reimburse the Academy for the cost of the full amount of tuition the Academy paid for that course.

MVCA will allow eligible high school students who meet the criteria established by the Academy to enroll in postsecondary courses while in attendance in the Academy. The Head of School shall allow a student in 9th grade or above, upon written request of the student's parent or guardians, to take approved readiness assessment(s) in order to establish eligibility for postsecondary enrollment. Students will be eligible to receive appropriate credit for completing any of these courses provided they meet all of the requirements for the type of credit they wish to earn.

The following criteria has been established by the Academy for Dual Enrollment:

- The student must pass one of the following with Minimum Dual Enrollment Qualifying Score: MME, ACT, PLAN, SAT or PSAT
- Student must meet the college/university GPA requirement, if applicable.
- The student must be enrolled in grades 9-12 and may not be enrolled in high school for more than four (4) school years. Adult education students are not eligible.
- The student must receive the recommendation of the guidance counselor to take the course(s).
- The student may not take classes in the future if an "F" is received for the final grade.
- Student must be enrolled in at least one MVCA course.
- The student must take the dual enrollment course(s) during MVCA's academic year.

Students who attend Dual Enrollment Course(s) Have the Following Obligations:

- Attend all college course(s) as scheduled and provide their own transportation.
- Receive permission from the High School Principal or Counselor to change their schedule.
- Reimburse MVCA for the full amount of tuition if the student drops the course after the full reimbursement date or if student fails the course.
- Keep the high school informed of the student's schedule and any changes made, so that MVCA knows where the student is at all times.
- Have parent(s)/guardian(s) sign the required forms stating that they agree that their student may attend Dual Enrollment Course(s).

Eligible dual enrollment courses include:

- a course offered by an eligible post-secondary institution that is not offered by MVCA including Advanced Placement courses.
- a course offered by MVCA but is determined by the Head of School to not be available to the eligible student because of a scheduling conflict beyond the eligible student's control.

Courses not eligible for dual enrollment include:

- hobby/craft/recreation courses.
- religion/theology courses.

- a course that can be taken at MVCA in an AP format.
- a similar course at MVCA.
 - the MVCA course must be taken first.

Please ensure that the credit earned by the class chosen is transferable to the desired post-secondary school.

Student Clubs

Students interested in forming a high school club may do so by following the process outlined below.

The initiating student must:

- Submit club plan to the Student Support Administrator for administrative approval
- Secure a teacher/staff member to act as a sponsor
- Plan meetings
- Provide club rules to all members
- Report any issues to sponsor teacher

The club sponsor must:

- Provide an online location for meetings
- Attend and monitor club meetings
- Exercise oversight and enforce club rules.
- Stay in communication with Student Support Administrator

MVCA student-initiated club rules:

- Teacher sponsor must be present at all club meetings.
- School appropriate language must be used. No profanity or sexually explicit language will be permitted.
- No inappropriate images or videos will be permitted.
- There is a zero-tolerance policy for bullying behavior including, but not limited to: physical intimidation, emotional manipulation or intimidation, psychological manipulation, or intimidation, and/or engaging in cyber-attacks on fellow students.
- Club members must treat one another respectfully.
- Club meetings must occur outside of scheduled Class Connect sessions if held on weekdays.
- MVCA reserves the right to take appropriate action if the club sponsor or any administrator or teacher at MVCA believes a rule has been violated.
- Failing to obey the club rules puts students at risk of being removed from the club without notice or warning.
- Club activities must not conflict with MVCA Board policies or the rules and policies stated in this Handbook.

School Outings and Events

MVCA offers events and outings for our students throughout the school year. These events are

held at various locations across the State. Students will be notified of these events through course announcements, newsletters or email. Every June, to the extent practicable, MVCA hosts an in-person graduation ceremony to celebrate our outgoing senior class. Professional interpreter services or disability accommodations may be requested for students/parents/guardians/learning coaches or other individual attending the school outing or event by contacting Iliana El-Khailani at ielkhailani@k12.com or the Head of School.

Addressing Questions or Concerns

Should a student or Parent/Guardian/Learning Coach have questions or concerns, please follow the procedures outlined below.

- Step 1: All concerns and issues should first be directed to the student's content or homeroom teacher.
- Step 2: If the issue or concern is about an MVCA teacher, the student or Parent/Guardian/Learning Coach is advised to contact the content lead teacher.
- Step 3: If the concern is not resolved with the content lead teacher, the student or Parent/Guardian/Learning Coach should then contact the Assistant Principal or Principal.

Special Education Programs and Related Services

Special education programs and related services are specifically designed to meet the unique needs of students with disabilities. These programs and services are based on the student's individual needs and are provided in special education and/or general education settings consistent with federal and state laws, rules and regulations.

Each student who is eligible for special education programs and services will be offered an Individualized Education Program (IEP) with consent. Parent/Guardian has the right to refuse IEP services in writing. The Individuals with Disabilities Act (IDEA), its corresponding regulations, Michigan's Mandatory Special Education Act, MCL 380.1751 *et seq.*, and the Michigan Administrative Rules for Special Education ("MARSE") include specific rights and information for parents/guardians and children with disabilities. This information is contained within the Procedural Safeguards document that MVCA provides to parents with students who are eligible for special education programs and related services at least once per school year.

The MARSE contain thirteen (13) categories of disability for eligibility for special education programs and services: Autism Spectrum Disorder (ASD), Cognitive Impairment (CI), Deaf-Blindness (DB), Deaf or Hard of Hearing (DHH), Early Childhood Development Delay (ECDD), Emotional Impairment (EI), Other Health Impairment (OHI), Physical Impairment (PI), Severe Multiple Impairment (SXI), Specific Learning Disability (SLD), Speech and Language Impairment (SLI), Traumatic Brain Injury (TBI) and Visual Impairment (VI).

Under federal law, a child with a disability is defined in 20 USC 1401 as a child "with intellectual disabilities, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities AND who, by reason thereof, needs special education and related services.

Under federal law, physical or mental impairment means (A) any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine; or (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities.

In accordance with the federal Individuals with Disabilities Act ("IDEA") and the Michigan Administrative Rules for Special Education ("MARSE"), MVCA provides eligible students with a disability, a free appropriate public education ("FAPE"), through its special education program and related services. The IDEA defines FAPE as special education and related services that: a) are provided at public expense, under public supervision and direction and without charge; b) meet state standards (including IDEA requirements); c) include an appropriate preschool, elementary school or secondary school education; and d) are provided in accordance with a properly developed Individualized Education Program ("IEP").

In Michigan, special education programs and services must be provided to eligible students with a disability through age 26. In Michigan, to qualify as a student with a disability, the student must meet one (1) or more of the categories of disabilities listed in the MARSE and need special education programs and services as a result of the student's disability(ies). MVCA offers eligible special education students specially designed instruction and/or related services in accordance with federal and state law as part of the student's Individualized Education Program ("IEP"). Parent/guardians receive Procedural Safeguards as required under federal and state law.

Academic Administrator, Special Programs :
Iliana El-Khailani at 616-309-1600 or email ielkhailani@michva.org

Child Find

MVCA has an obligation to identify, locate, and evaluate children with a disability that either have or are suspected of having a disability and need special education programs and services as a result of a disability(ies). A parent/guardian may make a request to school staff for an evaluation of their child for special education programs and services, verbally or in writing.

Before an evaluation may take place, the parent/guardian must consent in writing. A teacher or other staff person may refer a student to the building Principal, Academic Administrator, Special Programs, a special education staff person, your student's Principal, or the Head of School to request an evaluation for special education programs and services eligibility. Not every student with a disability is eligible for special education programs and services. Many students have disabilities that do not require individualized educational programming or the need for extra educational assistance or related services. A Multidisciplinary Evaluation Team (MET) will convene to discuss current data and evaluations. Final eligibility will be determined at the MET meeting.

- If you have any questions regarding MVCA's special education program and services, or you believe that your child should be evaluated for special education eligibility, please contact the Child Find Coordinator, Academic Administrator, Special Programs Administrator, or the Head of School.
- Procedural Safeguards links:
 - English:
 - [*Early On Procedural Safeguards Protecting Families Rights \(English\)*](#)
 - Arabic: [*Early On Procedural Safeguards Protecting Families Rights \(Arabic\)*](#)
 - Spanish: [*Early On Michigan Family Rights- At a Glance \(Spanish\)*](#)

Special Education Programs and Services

Related services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. These services include but are not limited to School Social Work, Physical Therapy, Occupational Therapy, and Speech Therapy ·

- If you are unsure of who your therapist is or have lost how to get in contact with them please email mvcarelatedservices@k12.com
- If student is unable to make their appointment for services, please make sure to email their provider (therapist) and/or Ashley Robinson at mvcarelatedservices@k12.com
- Any concerns with reassigning or scheduling issues should be sent to Ashley Robinson at mvcarelatedservices@k12.com
- If a student misses 3 consecutive sessions they will be considered non-compliant and may be removed from their current therapist and placed in a non-compliant group. They will stay in the non-compliant group until they successfully attend one session and a discussion occurs as to why they have not been attending their previous sessions. If it is a scheduling conflict we will work with their schedules to find a better time. If it is a technology issue we will work on resolving this as well. At this point they will be moved back to a contracted employee. There is no guarantee that the therapist they were working with prior to being moved will still have the capacity to take them again.
- Related services are contracted with outside agencies and are unable to email students michva accounts. ALL related communication will come to the LC's phone number and email. Related service sessions will not show up on the student's class schedule and will take place on platforms other than Newrow.

Transition Services

The goal of the Michigan Virtual Charter Academy Special Education department is to provide meaningful transition activities and services to ensure the student's success as they move into adulthood. Students are provided activities and services in adult living, getting ready for employment, community participation and post-secondary education and training. In addition, we work to connect students with appropriate outside community agencies in their geographical county.

- All stakeholders (students, teachers, families, and other school personnel) aid in the development and implementation of a quality post-secondary individualized plan (IEP) for every student that is 16 years of age or will be 16 during that IEP year.
- This is carried out by assisting students to develop their Educational Development Plan (EDP) through Pathful Explore along with age-appropriate transition assessments.
- MVCA offers age-appropriate assessments (informal and formal) that aid in the delivery of services to help students prepare for life after school, including work and other community activities.
- The school also includes transition goals and services (as defined in the IDEA) in a student's IEP. As a school, we use students EDP, transition information and present

level of academic performance to drive successful transition for students graduating from MVCA.

Special Education Student Records

Special education student records contain personally identifiable information and confidential information. Accordingly, these records are maintained in a safe and secure location and may only be available to school staff such as teachers, administrators, specialists, psychologists, counselors and support staff who have a "legitimate educational interest" in these records, as defined by the Family Educational Right to Privacy Act ("FERPA") and Michigan's student confidentiality laws. Student special education records shall be retained and disposed of as required by Michigan law and Michigan Retention and Disposal of Records Schedule.

Section 504 Plan

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"

The Academy Board does not discriminate in admission or access to, participation in, or treatment in its programs or activities to any person who is otherwise qualified to participate in school programs or activities on the basis of a disability. MVCA does not discriminate against individuals seeking access to a program or service of the Academy based on a disability. When an individual seeks to participate in an Academy program or service and needs a reasonable accommodation to do so, please contact the Academic Administrator of Special Programs, Iliana El-Khailani, ielkhailani@michva.org, 616-309-1600

MVCA uses an internal 504 Child Find Process to identify students who may have a disability covered under Section 504. The 504 Coordinator will notify parents/guardians/adult students of their rights under Section 504. Child Find is an ongoing process. Parents/guardians/adult students have the right to refuse.

Section 504 assures that disabled students have equal access to an education just as their non-disabled peers. Not every student with a disability is eligible for Section 504 or a 504 Plan. "The protections of Section 504 extend only to individuals who meet the regulatory definition of a person with a disability". An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. Major life activities are functions that can include, but are not limited to caring for oneself, performing manual tasks, walking, seeing, hearing, eating, standing, lifting, bending, speaking, breathing, concentrating, communicating, and working." Major life activities also include the operation of a major bodily function including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active. The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the

nature or severity of the disability.

Eligibility is determined by the 504 Team through the eligibility determination process. Initial eligibility requires the 504 Coordinator to obtain a signed 504 consent form from the parent/legal guardian/adult student 18+. If a student qualifies for a 504 Plan, MVCA will provide the functional accommodations that are necessary to ensure that the student has equal access to general education curriculum, services, programs, and activities in the least restrictive environment offered by the school based upon the decision of the 504 Team.

Section 504 provides specific rights for parents/guardians and their qualified child with a disability. This information is contained within the Procedural Safeguards document that is provided to parents at least once per school year.

If you have any questions or concerns regarding Section 504, Section 504 Eligibility Process, Procedural Safeguards, and/or your child's Section 504 Plan please contact the Section 504 Coordinator, Tara Elfakir, telfakir@michva.org, 616-309-1600 Ext. 3131. You may also contact the Academic Administrator of Special Programs, Iliana El-Khailani, ielkhailani@michva.org, 616-309-1600.

English Language Learners

During the application process, all families will participate in a Home Language Survey to understand a student's home language as a part of the Child Find process and to determine if any additional English language support is needed. Students that are identified as needing support with English language services will be referred to the English Language Learner (ELL) Coordinator.

English Language Learner (or Limited English Proficient) is defined in the Elementary and Secondary Education Act, 20 U.S.C. 70 et seq., as:

- An individual—
 - who is age 3 through 21;
 - who is enrolled or preparing to enroll in an elementary school or secondary school;
 - who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
 - whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - the ability to meet the State's proficient level of achievement;
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society

The ELL Coordinator will talk with the family to determine if the services were provided at the previous school of attendance and will work to understand the current language needs of the student. In addition, MVCA will request and review prior school ELL records, evaluations and

program plans to determine if a placement test or an assessment is necessary to identify ELL services support.

The WIDA ACCESS Placement Test, also referenced as the W-APT, functions as a screener that is used for the initial assessment and English as a Second Language (ESL) program placement for students who are identified as limited English proficient.

When a student is identified as needing ELL services, the Parent/Guardian will be notified.

The ELL program provides English language instruction for students (pull-out, inclusion, or consultative). This program considers the student's level of English proficiency and builds on the language skills and academic subject knowledge of the student. Students who qualify for ELL services are assessed annually in four domains: Listening, speaking, reading, and writing using the WIDA ACCESS for ELLs.

To request translation of documents, please contact MVCA's ELL Coordinator. ELL Coordinator: Heather Kaczmarek 616-309-1600 Ext: 2623, hkaczmarek@michva.org, or Administrator of Special Programs, Iliana El-Khailani: ielkhailani@k12.com.

For more information on our migrant student support, please contact MVCA's migrant coordinator - Heather Kaczmarek 616-309-1600 Ext: 2623, hkaczmarek@michva.org.

Student Support Team

The mission of the MVCA Student Support Team is to Engage, Encourage, Empower, Equip and provide Expectations (five Es) for MVCA students.

Multi-Tier System of the Student Support Team

This is a program designed to provide appropriate levels of academic, emotional and engagement support to families in grades K-12 that holds families accountable in varying degrees of intensity in hopes of heightening engagement. All students referred, assigned and approved by grade-band administrator or Student Support Administrator to Student Support Team are required to participate in the program.

Tier I- General Questions

In Tier I, families do not require the services of the Student Support Team. School-wide support is available to all students and families. School Wide Support includes, but is not limited to teachers, counselors, interventionists and the Student Support Team.

Tier II - Support needed by Student Support Team

Student Support Team members prioritize student outreach based on engagement and progress data.

A student has been identified for additional support by Student Support Team or grade band administrator for engagement concerns. The Student Support Team begins to officially support the student/family to address the concern(s) to re-engage the family. A Student Back On Track

(BOT) plan is implemented with details to address the concern (s) at hand.

Student Back on Track Plan - An intervention tool designed to help students gain incremental success at a pace appropriate for the family to re-engage in school.

Goals

The goals of the Student Back On Track Plan (BOT) are to:

- Address low or no academic progress in courses.
- Address attendance and class participation in the live teacher led class connects.
- Collaborate with all stakeholders to ensure student engagement and academic success.
- Provide guidelines for re-engagement and specific instructions for academic success.
- Assist the family with additional support services as needed.

Process

A Back on Track Meeting (BOT) meeting is scheduled with the Student/Learning Coach. The Student/Learning Coach verbally agree to the Back On Track plan (BOT).

Tier III- Engagement Protocol

The MVCA Engagement Protocol will be used to meet the student's personal and educational needs when the student/family has not complied with the Student Back On Track (BOT) Plan.

Tier IV- Administrative Meeting

An administrative meeting will be held with the student/family that has not successfully completed the requirements of the Student Back On Track Plan (BOT) to determine next steps for the student in Tier IV.

Non-compliance in Tier IV may result in a student withdrawal from Michigan Virtual Charter Academy (MVCA).

Multi-Tiered Systems of Support (MTSS)

The MTSS program allows students to have multiple layers of support as they grow their content skills and gain grade-level competencies. This provides students with the support to fill in educational achievement gaps and skills, while students continue to achieve grade level standards. Through the implementation of MTSS all students are held to high academic outcomes and the ability to obtain College and Career Readiness skills.

The MTSS framework consists of three levels that provide various levels of support to students in terms of duration and intensiveness. The students instructional support needs will determine the level/tier. MTSS utilizes research-based instructional practices, targeted interventions, and curricular enhancements to support students in accomplishing their individual learning goals. Teachers utilize data in an effective and collaborative decision-making process in order to differentiate instructional practices for all learners.

Tier 1

Tier 1 Instruction refers to research-based core classroom curriculum and instruction for all learners that focuses on the essential elements of a subject. Designed to meet the needs of the vast majority of students, Tier 1 provides the foundation for instruction upon which all interventions are formulated. Pre-assessment data drives differentiated instructional decisions based on evidence of proficiency or evidence of difficulty.

Pre-assessment data is used to identify additional students who need advanced instruction. Students who are identified by a universal screener or other data that identifies a potential of experiencing difficulty with content instruction in Tier 1, are considered in need of additional support in Tier 2.

Tier 2

Tier 2 Instruction provides strategic and targeted extensions in addition to the core curriculum and instruction present with the classroom teacher at Tier 1.

Data from consistent progress monitoring is used to guide the intensity, duration, and frequency of instruction and vary based on individual goals. For students performing below grade level, Tier 2 instruction is intended to remediate deficiencies and provide the support needed to be successful in Tier 1.

Tier 3

Tier 3 Instruction provides intense intervention to target specific, individual student needs. It goes beyond the instructional and differentiated practices typical of those within Tier 1 or Tier 2. For students with the most significant needs, this requires explicit, intensive, and specifically designed lessons in addition to Tier 1 and in place of Tier 2 instruction. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments. A portion of this Tier is for a student and Interventionist Teacher to work together on a 1:1 basis.

MVCA Policies and Procedures**Responsibilities and Rights of Students and Parents/Guardians**

All students share with the administration and staff a responsibility to develop a safe learning environment within school. Students shall have the responsibilities and rights to do the following:

- be on time and attend school daily
- put forth a conscientious effort in all school assignments
- have knowledge of and conform to the school policies, rules and regulations and applicable laws
- use appropriate speech refraining from indecent, obscene, or foul language
- report incidents or activities that may threaten or disrupt the school to a staff member
- receive a public school education up to 21 years of age; 26 years of age for Michigan special education students
- not be excluded from the school or from school privileges because the student is married, pregnant, has a disability, is eligible for special education services and programs or because of race, hairstyles and textures associated with race, color, religion, age, sex,

sexual orientation, sexual (gender) identity or expression, height, weight, genetic information, military status, veteran's status, national origin or other protected categories

- not be subjected to corporal punishment
- be afforded discipline procedures as outlined in this document
- request and receive interpretation and translation assistance for school-related matters if English is not their primary language.

Parents/Guardians/Learning Coaches shall have the responsibilities and rights to do the following:

- ensure that their child(ren) between the ages of 5 and 21 (26 for Michigan special education students) enrolled in MVCA attend school regularly in accordance with the laws of the State of Michigan
- enroll their child in another school if he/she withdraws from MVCA
- present to school administration a concern or complaint in a calm, reasoned manner
- work with their child daily to ensure that their student is completing assignments
- ensure that their child complies with all required testing and assessments, including, but not limited to, required state tests (M-STEP, SAT, WorkKeys) and STAR360 as scheduled by MVCA
- ensure that their child receives the periodic health examinations required by law
- receive regular official reports of their child's academic progress
inspect, copy, and have the opportunity to challenge the information contained in their child's student records in accordance with federal/state/local laws, rules, and regulations
- receive an explanation for the basis of any grade given by a teacher
- request a conference with the teacher and/or the principal
- receive translations and/or interpretations of any written or verbal communications regarding their child and their child's education
- appeal disciplinary actions
- receive reasonable accommodations for a disability defined under federal and state laws, rules and regulations in order to access and participate in their child's education, to the extent all parents are permitted to participate, upon request for such accommodation.

MVCA Student Clubs

Student clubs will be offered to all students to enhance their educational experience at MVCA. Student clubs facilitate student socialization, community and in some cases, service. Student clubs are sponsored by MVCA Staff. More clubs may be added as interests arise. Suggestions are always welcomed. Any materials or supplies (outside of supplied curriculum) needed for participation in the clubs are the responsibility of the family. Neither Stride nor MVCA will provide these materials or supplies.

National Honor Society

Each fall, juniors and seniors who have a cumulative GPA of 3.25 or above will receive an application to join the MVCA chapter of the National Honor Society. Students who are interested in membership must complete the full application for review by the National Honor Society committee, consisting of K12 teachers, counselors, and administrators assigned to work at or on

behalf of the Academy. Students who are approved for membership will be invited to a face-to-face induction ceremony each winter.

Inducted students must remain in good standing for continued membership. National Honor Society Requirements for Membership:

- Maintain a 3.25 or higher grade point average.
- Abide by school policies, rules and regulations and federal, state and local laws.
- Attend and actively participate in all NHS meetings and activities.
- Participate in/attend the following required NHS activities.
 - Yearly chapter-wide school service project; location/date to TBD.
 - One (1) individual service project/activity.
 - Twenty (20) hours of community service per semester.
 - Attend the in-person induction ceremony (will be in a central location)
- Students who do not meet all requirements will be referred to the faculty council. The faculty council will recommend either probation or dismissal.

Michigan Virtual Charter Academy Gatherings

MVCA Student Support Team arranges a variety of special gatherings for students and families during the school year. Attendance is not required; however, these special gatherings provide wonderful opportunities to meet others in the MVCA community. All gatherings/notices are communicated with MVCA families Parents/Guardians.

Parents/Guardians/Learning Coaches are responsible for transportation to and from gatherings and may be responsible for fees and associated costs. Parents/Guardians/Learning Coaches are required to attend certain gatherings with their children and supervise them at all times.

All participants are expected to wear clothing that is appropriate for school. Clothing that distracts students, disrupts the educational process or poses a health or safety threat to anyone is not acceptable in our school. Appropriate consent form(s), completed and signed by Parent/Guardian may be required. Parents may contact the school if further information is needed.

Professional interpreter services or disability accommodations may be requested for students/parents/guardians/learning coaches or other individual attending the school outing or event by contacting Iliana El-Khailani at ielkhailani@k12.com or the Head of School.

MVCA School is 100% tobacco, drug, alcohol, and weapons free. Students and families are not to use any forms of the above while on MVCA property or while attending any MVCA-related event at any location.

Student Medications

MVCA recognizes that students attending Academy gatherings may require medication for various reasons. Parents, Guardians/Learning Coaches shall assume full responsibility for providing their child with necessary medications during the Academy's educational program, Academy gatherings, field trips, events and other face-to-face activities. Students are required at enrollment to sign a Medical/Allergy Indication Form. MVCA staff have been CPR and First Aid trained to help maintain student safety at off-site events.

Transportation

Uber, Lyft, or other Taxi/Rideshare Services

All students using transportation provided by the school for State Testing are expected to abide by all school rules while representing MVCA. Any issues will be reported to Administration, with applicable consequences.

This section of the Parent/Student Handbook contains some of the MVCA policies, procedures, guidelines and expectations for parents/guardians/learning coaches and students who are enrolled in the MVCA educational program. All parents/guardian/learning coaches and students should review these policies, procedures, guidelines and expectations to understand the respective responsibilities when accessing and using the MVCA educational program and school resources. MVCA reserves the right to update or alter these policies, procedures, guidelines and expectations at any time. Revisions to MVCA's policies, procedures, guidelines and expectations may substantially alter access to MVCA's instructional computing resources. MVCA's instructional computing resources include, but are not limited to, any computer, software or transmission system that is owned, operated or leased by MVCA.

The MVCA Board of Directors have also adopted Board Policies that govern MVCA. The Academy Board policies are available for review on the MVCA's website, in MVCA's offices or upon request to the Head of School.

As a Parent/Guardian/Learning Coach of a student enrolled in MVCA, you should be aware of the following policies, procedures, guidelines and expectations. Any activity that is not listed here that constitutes a violation of local, state, or federal laws, rules or regulations may be considered a violation of the Student Code of Conduct, MVCA's Acceptable Use Guidelines or other Academy Board policies. Failure to follow MVCA policies, procedures, guidelines and expectations may result in removal of your access to MVCA's instructional computing resources and the student's inability to complete learning activities.

ACCEPTABLE USE GUIDELINES

Student Internet Safety

Student safety on the Internet is a priority for MVCA. To protect students, please do not reveal personal information about yourself or other persons on the Internet. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of MVCA. Do not meet in person with anyone you have only met on the internet and who is not affiliated with MVCA.

Network Etiquette

At MVCA, Parents/Guardians/Learning Coaches and students are expected to follow the rules of network etiquette, or "netiquette." The word netiquette refers to common-sense guidelines for conversing with others online. Please abide by these standards. Avoid sarcasm, jargon, slang and

offensive comments or remarks, including posting same on the internet. Vulgar language, bullying, harassment, derogatory and/or profanity (swear words) are unacceptable. Please do not publish, post or use derogatory, bullying, discriminatory and/or inappropriate comments or remarks including, but not limited to, those regarding protected classes such as race, hairstyles and textures associated with race, color national origin, age, sex, sexual orientation and sexual gender identity or expression, pregnancy, sexual harassment, marital status, military or veteran status, disability, genetic information, height, weight, religion, scholastic ability, or other protected categories.

Focus your responses to the questions or issues being discussed, not on the individuals involved. Be constructive with your criticism, not hurtful. Review your messages before sending them. Remove language that may be misinterpreted or critical. Please proofread for typographical errors. Respect everyone's privacy. Do not broadcast online discussions, and do not reveal others' email addresses.

Appropriate Use of Technology

MVCA reserves the right to review any material transmitted using its instructional computing resources or posted to an MVCA instructional computing resource to determine the appropriateness of such material. MVCA may review this material at any time, with or without notice. E-mail, documents, videos, photos and the like transmitted via MVCA instructional computing resources is not private and may be monitored.

Use of School Property

MVCA provides educational programs, materials, computer, printer, books, and other curricular supplies. All materials provided by MVCA are school property and must be maintained in good condition. Parents are responsible for the repair or replacement of all lost, stolen, or damaged school property. Students receive computers and may receive printers while enrolled in MVCA. MVCA computers, printers, materials and supplies must be returned to MVCA at the end of the student's enrollment in MVCA. A list of property that must be returned shall be provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from MVCA. All printed materials are copyrighted. Unauthorized copying of those materials is a copyright infringement. Materials cannot be sold or transferred. Materials are to be used solely by the student in his or her studies while enrolled in the school. Parents must comply with this policy and all of the terms and conditions regarding the use and return of MVCA property. Failure to comply with MVCA requirements may result in the parent receiving an invoice for the cost of MVCA property, equipment and materials that are not returned to MVCA upon withdrawal of the student from MVCA or graduation from MVCA.

Accountability

Posting anonymous messages is not permitted unless authorized by the teacher of the online course. Impersonating another person is also strictly prohibited. Use only your own username and password, do not share with anyone.

- Do not interfere with other user's ability to access MVCA's Online School platforms.
- Do not disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
- Change your password(s) frequently, at least once per semester or course.

- Do not publicly post your personal contact information (address and telephone number) or any other person's contact information.
- Do not publicly post any messages that were sent to you privately.
- Do not download, transmit or post material that is intended for personal gain or profit, non-MVCA commercial activities, non-MVCA product advertising, or political lobbying on MVCA-owned instructional computing resources.
- Do not use MVCA instructional computing resources to sell or purchase any items or services.
- Do not upload or post any software that is not specifically required and approved for your assignments on MVCA's instructional computing resources.
- Do not post any MP3 files, compressed video, or other non-instructional files to any MVCA computer or server.

MVCA Non-Indemnification Provision

MVCA assumes no responsibility for information obtained via the internet which may be illegal, defamatory, inaccurate, or offensive. MVCA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of MVCA's instructional computing resources. MVCA also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement accessible on the computer network or the internet is understood to be the author's individual point of view and not that of MVCA, its Board of Directors, third-party contracted employees, staff or affiliates assigned to work at or on behalf of MVCA. MVCA assumes no responsibility for damages to the user's computer system.

Confidential Communications of Students

Certain oral or written communications between students and staff are confidential. Information that is expressed as confidential or received in confidence by a staff member from a student may be revealed to the Head of School or other appropriate authority, including law enforcement personnel, when the health, welfare or safety of the student or another person is in jeopardy, or as required under federal, state or local laws, rules and regulations.

Printer Ink Usage Guidelines

MVCA requires little student work or educational resources to be printed. In instances where printing is required to complete schoolwork, printer ink is expected to be used sparingly and only for school needs. We encourage families to use the student pages instead of printing. MVCA does not provide printer ink cartridges or refills. Cartridges and refills are the responsibility of the family. In order to conserve ink, it is recommended that your printer is set to always print in fast draft mode. To set for fast draft mode:

- Go to your Start menu
- Go to printers and faxes
- Right click on your printer name
- Scroll down to Properties
- Click on the Advanced tab
- Click on Printing Defaults
- In the drop-down menu under Print Quality, choose FastDraft

- Click Apply, then click OK.

Internet Service Provider (ISP) Reimbursement Program

The Parent/Guardian/Learning Coach at MVCA will receive an email at the end of each semester that will include the ISP Reimbursement form. The ISP Reimbursement form must be completed and returned along with a copy of the most recent internet bill from the student's residency. Both must be returned by the deadline specified on the form. Families will receive the ISP Reimbursement form two (2) times per year, at the end of each semester. Families at MVCA that complete the ISP Reimbursement form will receive an ISP Reimbursement check at the rate of \$12.00 per month. If more than one student is residing at the same address, there is no need to submit an additional form, only one reimbursement will be awarded per family.

In order to qualify for the ISP reimbursement, families must participate in the OLS, and have compliant attendance. Each student enrolled in MVCA must submit current proof of residency. Families are eligible for ISP reimbursement for each month that the student is enrolled in MVCA.

Please be aware that if an ISP Reimbursement check is lost, MVCA will not automatically reissue a check to the family. If a check is lost, a parent/guardian must contact the MVCA administration office within sixty (60) days, or a replacement ISP Reimbursement check may not be issued. In order to receive the ISP Reimbursement check, each student enrolled in MVCA must be in good standing, which means that they have made appropriate progress as determined by MVCA, up- to-date attendance and have met the attendance requirements of MVCA.

MVCA Enrollment Policy

The MVCA Board of Directors has adopted an enrollment policy in accordance with Michigan law. MVCA is a school of excellence that is a cyber school. MVCA serves full-time students in grades K-12 who meet the requirements of the Michigan Revised School Code, MCL 380.556 and are residents of the State of Michigan or foreign exchange students.

MVCA does not charge tuition and does not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, or any other basis that would be illegal if used by a school for admission including race, hairstyles and textures associated with race, sex, sexual orientation, gender identity or expression, pregnancy, religion, national origin, color, height, weight, age, marital status, disability, military or veteran's status, genetic information, or any other protected class under federal and/or state law. Students must be a resident of the state of Michigan. Admissions are open to students on a statewide basis.

In accordance with Michigan law, MVCA shall give enrollment priority as follows:

- A pupil currently enrolled in MVCA
- A sibling of a pupil enrolled in MVCA
- A child of an employee or staff member of MVCA's third-party contracted Educational Service

Provider (ESP)

- A child of a MVCA Board of Director
- A pupil who resides in the school district of the Authorizer (Hazel Park Schools).

A lottery system, with a waiting list in chronological order, shall be maintained for admission of students when maximum enrollment is reached at the end of the two (2) week open enrollment period. Students applying for a grade/band level which is at capacity will be placed on a waitlist for that grade/band level. The MVCA waitlist does not carry over from year to year. A compliant application to MVCA shall be date-stamped if received after the open enrollment deadline.

No student may be denied participation in the application process due to a lack of student education records such as an IEP, CA 60 file, transcript, or similar student education records. Students are to remain in the state of Michigan for the first 30 days and during the testing windows.

Please see MVCA's Board Policy on Application and Enrollment of Students/Academy Board Admissions and Waitlist Policies and Procedures for additional information.

Attendance and Instructional Policies Michigan Virtual Charter Academy

Attendance Policy

Michigan compulsory attendance law requires a Parent/Guardian of a child aged six (6) to eighteen (18) to send the child to school during the entire school year, except under the limited circumstances specified in subsection (3) of MCL 380.1561. A child may enroll in MVCA if he or she is less than twenty (20) years old on September 1 of the school year of enrollment. A child who is otherwise entitled to enroll in MVCA may enroll in kindergarten if the child is at least five (5) years of age on September 1 of the school year of enrollment, or under the early enrollment provisions of MCL 380.1147. Extended age eligibility may apply to certain students who qualify for special education services, the student's birth certificate or other legal documentation of the student's age is required at the time of student registration. MVCA's Elementary Principal shall assess the academic readiness of students whose parents/guardians submit a kindergarten waiver form. MVCA's Elementary Principal shall approve or deny waivers based on his/her assessment and grade level seat availability.

Students are required to follow the school calendar. Instructional time may be entered on any day (e.g., weekends, holidays, etc.), but school make up time on weekends and holidays will not be counted toward school day attendance. Students are expected to log into and participate in the online school platform each scheduled school day.

Definition of Attendance

- Attendance is defined as time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the core subjects and elective subjects.
- In addition to classroom time where both teachers and students are present, attendance may include directed study, independent study, technology-assisted learning, presentations by

persons other than teachers, school-to-work programs, and statewide student performance assessments.

- Attendance will be captured by the Parent/Guardian/Learning Coach in the Online School. This includes:
 - Student attendance in a Class Connect Live Session (whole group, small group or one on one)
 - Student system-captured lesson activity and login
 - Parent/Guardian/Learning Coach logged attendance
 - Student assigned offline work from the teacher or as part of the student's Online School lesson

Attendance Responsibilities

- Students must log into every course, every school day.
- Attendance is logged daily for grades K-5 by Parent/Guardian/Learning Coach.
- All families and students are expected to attend an orientation session.
- Students are expected to complete all requirements of the Strong Start Program.
- The Parent/Guardian/Learning Coach is expected to maintain regular communication regarding attendance with MVCA.
- Students and Parents/Guardians/Learning Coaches must check their email and telephone messages daily. Responses should be communicated within twenty-four (24) hours or on the next business day.
- Students must attend all required Class Connect Live sessions for instruction as directed and/or scheduled by their teachers. Students are to remain in the state of Michigan for testing.

Instructional Time

Michigan requires all public schools to offer a minimum of 180 days and 1,098 hours of student instruction, for first through twelfth grades (including alternative education), inclusive of kindergarten students, as specified in Section 101 of the State School Aid Act. Instructional time can occur at any time during the day and on any day of the school week, however, MVCA runs live required Class Connects Monday through Friday from 8:00 am- 4:30 pm. Students are required to attend these live sessions as scheduled and/or required by their teacher. Instructional Time Required.

MVCA students are required to complete 6.5 hours each school day. Instructional time includes:

- Student attending a live lesson from the teacher
- Student logging into a lesson or lesson activity

Student Continued Engagement Plan (Fire Drill Plan)

Technology is not always consistent, and, at times, protocol needs to be followed when technology is not working. There may be times when MVCA students are unable to access a class. Please understand that online school and other programs rely on many different levels of technology and that such incidents may occur.

On the first day of school:

- Download your course textbooks
- Save & print a copy of all your teachers' phone numbers and email.
- Middle & High School - Save a copy of your course pacing guides

If you are unable to log in to the OLS/OMHS, your first stop should be <http://help.k12.com> to see if the outage is known and has been posted by K12. You can also check the K12 Facebook page for updated outage information <https://www.facebook.com/StrideK12/>

If a time arises that we have a school-wide systems error or outage, we will initiate fire drill procedures immediately upon learning of the outage. Two things will happen: 1) Homeroom teachers will email plans to the student, and 2) An autodialer will be sent to families. Families will receive a short telephone call initiating the fire drill. Instructions will be posted on what the student should do during this outage to stay productive. You should check back to the school system regularly as there will NOT be another autodialer notifying you that the outage is over.

Newrow Outages

If Newrow (class connect) is experiencing a service disruption, or if the session is canceled by the teacher, the teacher will email the student/LC and will include an alternate plan. Once the session is restored, the teacher will again email the student/LC to alert them of the restoration. If the session was canceled by the teacher, the student's attendance will not be affected. In the event of a service disruption, the teacher will allow the student to watch a recording of that session in order to receive credit.

If you are in a class connect session and the teacher is not there or gets removed, please wait for ten minutes before leaving the session. Since our teachers live throughout the state, there are different events that could affect their ability to connect. Please be patient as our technology may have a glitch from time to time. If teachers are unable to get into a class connect session for any reason, they'll create a recording, which they'll send out to the class as quickly as they are able to.

In the event an assessment system is unavailable, the following procedures will be followed:

1. The homeroom teacher will email the student/Learning Coach notifying them of the outage.
2. The homeroom teacher will communicate to the student that they will be given extended time, when and if necessary, to complete the assessment.
3. While the assessment system is unavailable, the student will be given instruction on other course work to complete or Class Connect sessions to attend.
4. When the assessment system is restored, the homeroom teacher will notify the student/Learning Coach via email.

If there is a Prolonged System Outage, 3rd Party Resources for Supplemental Activity:

Elementary

Teachers will load assignments that are tied to curriculum maps into Classkick each day and communicate via email to families that the activities are in Classkick.

Middle School

Students should access NewsELA, Math Accelerator, and Stride for 3rd party supplemental activities. They should also access Khan Academy and Brain pop for supplemental activities. Students should also conduct online research of two people: a mathematician, a scientist, a historian, or a writer/author. Learn 3 new things about them that you didn't know before and submit it to your teacher.

High School

Each teacher has created individual, personalized lesson plans that focus on specific standards that create opportunities for students to continue to engage in learning in the event of an outage. These plans contain clear standard alignment, assessments, directions and/or PowerPoints to assure ongoing learning specific to each course. All continued student engagement plans are stored in MVCA's SharePoint site and will be emailed to the students on the first day of class.

Each plan includes 3rd party resources specific to content area such as Newsela, speeches on the internet, or articles the teacher has included.

If there is a Prolonged Internet Outage:

Elementary

- Students should work in the next lesson in their course materials for all of their subjects.

Middle School

- Physical activity for 60 minutes; jogging, running, jumping jacks, playing outside, going for a walk, etc.
- math, science, history, social studies, or English and submit a summary to teacher.
- Take a virtual field trip to a museum, zoo, or planetarium and submit a summary of what you learned to your teacher.

High School

Each teacher has created individual, personalized lesson plans that focus on specific standards that create opportunities for students to continue to engage in learning in the event of an outage. Offline activities are included in these plans, which include, writing in response to reading an article, exercising for health and physical fitness, specific drawing strategies for art, plus more. All continued student engagement plans are stored in MVCA's SharePoint site and will be emailed to the students on the first day of class.

Helpful Links to Bookmark:

K12 Customer Care: <http://help.k12.com>

K12 Facebook: <https://www.facebook.com/StrideK12/>

Excused/Unexcused Absences

- Any time a student has missed three plus (3+) consecutive days, an attendance communication will be sent to Student/Learning Coach along with a notification to attend the Truancy Prevention Class.
- When a student has missed five (5+) unexcused absences the student and Parent/Guardian/Learning Coach will receive a notification letter from the Student Attendance Specialist.
- When a student has missed ten unexcused (10+) absences the student and the Parent/Guardian/Learning Coach will receive a notification letter from the Student Attendance Specialist. The Parent/Guardian/Learning Coach must contact the Student Attendance Specialist within two (2) business days.

If the Parent/Guardian/Learning Coach does not contact the Student Attendance Specialist, the

truant student may be referred to the local Intermediate School District (ISD). The ISD will contact the Parent/Guardian/Learning Coach and comply with their required truancy action.

When a student has missed fifteen (15+) absences (unexcused & excused), the student and Parent/Guardian/Learning Coach will qualify for a pre-withdrawal notification letter from the Student Attendance Specialist. If there is no communication between the Parent/Guardian/Learning Coach and the Student Attendance Specialist within twenty-four (24) hours of the written notice regarding the student's truancy, the student will be recommended for withdrawal from MVCA.

If the family contacts Student Attendance Specialist, the student may be recommended for additional support.

- Note: Absences recognized by our Student Handbook policy are accepted and considered excused.
- Extensive Excused absences will lead to Chronic Absenteeism and are strongly discouraged.

Excused Absences

MVCA recognizes student illness, death in the family, prior permission to leave school by parents and administrators, approved family vacations, approved college visits, required court appearance, religious observations, family emergencies, and counseling or administrative appointments to be excused absences. Regardless of the absence, students are expected to make up work in the Online School. To excuse an absence a Parent/Guardian must call the MVCA Attendance Hotline listed below.

Reporting Absences

By 9:00 a.m. on the morning of your student's absence please call the MVCA attendance line to report your student absent.

MVCA Attendance Hotline: 616-309-1600 Extension 1600 (messages only – calls will not be returned)

- Leave your name, the name of the student (spelling out the last name) or their student ID, grade and homeroom teacher
- Leave the date of absence and the duration
- Leave a reason for the student's absence
- Absences will require documentation and should be sent to:
 - o MVCA Excusal Absence Documentation email: absent@michva.org
 - o MVCA Fax: 616-309-1608

No Internet Access or Power Outage

All MVCA students must have reliable internet access in the home. Students who are unable to log into the Online School or have a power outage must have an alternate plan to go to a public library/public location with internet access to log into the Online School and complete their schoolwork. If the student does not have a back-up plan and cannot go to the library/public location, the Parent/Guardian/Learning Coach must call the MVCA Attendance Hotline. In the

event that a public library/public location with internet is not available to the student MVCA shall work with the family to find a reasonable alternative Internet option.

Doctor/Medical Excuses

A Parent/Guardian/Learning Coach must submit a physician's note when their student(s) is absent from school for three (3) or more consecutive days due to illness. The physician's note must be signed in ink and faxed to (616) 309-1608 or emailed to MVCA Excusal Absence Documentation Email: absent@michva.org.

Educational Leave

Students may be excused for educational trips not sponsored by the school. The Parent/Guardian/Learning Coach shall be responsible to contact the homeroom teacher(s) to determine what obligations must be met as a result of the proposed absence. A planned absence contract must be completed and approved by the grade band administrator prior to the extended absence.

The following rules shall apply to Educational Leave:

- No more than ten (10) school days of absence shall be permitted.
- No absence may occur in the last ten (10) days of the school year.
- The request must be submitted and approved one week prior to the educational leave.
- The request for Educational Leave shall not be approved for time off during the October and February count days or during the state testing window in the Spring

Michigan Department of Health Human Services (MDHS) Rule for families Enrolled in the Family Independence Program

As of October 1, 2012, dependent children are expected to attend school full-time to receive cash assistance.

Ages six through fifteen- dependent children are required to attend school full-time. If not, the entire Family Independence Program (FIP) group is not eligible to receive FIP.

Ages sixteen to seventeen- dependent children are required to attend school full-time. If not, the dependent child is disqualified from the FIP group in Bridge.

Michigan law requires the Department of Health and Human Services (MDHHS) to have a policy that discontinues services to households in the state's Family Independence Program (FIP) if a child is not meeting school attendance requirements. The law authorizing sanctions for households whose children do not attend school full-time was enacted in 2015.

MDHHS must verify school enrollment and attendance at the time of the FIP application and redetermination beginning with students who are age seven.

Withdrawing from Michigan Virtual Charter Academy

In the event that a Parent/Guardian wishes to withdraw their child(ren) from MVCA, the following procedure must be followed to complete the withdrawal:

1. The parent or guardian must complete the MVCA Parent/Guardian Withdrawal Request Form. - bit.ly/MVCAParentWD
2. An MVCA staff member will contact the Parent/Guardian to discuss their concerns and possible supports needed for the student to continue to be enrolled in MVCA.
If, after the conversation, the Parent/Guardian would still like to withdraw the student from MVCA, a MVCA staff member will complete the Teacher Withdrawal Form. The student's homeroom teacher will be informed. Upon receipt of the Teacher Withdrawal Form, the Registrar will confirm the withdrawal date. The withdrawal process could take seven (7) days or more. Once the withdrawal has been processed, K12 will email shipping labels to the Parent/Guardian to return MVCA's materials and equipment. To expedite shipping labels, please call K12 Customer Support (866)-512- 2273.
3. The Parent/Guardian/Learning Coach acknowledges and agrees that all computers and related equipment provided to the student by MVCA, together with all parts, attachments, accessories and materials attached to or used in connection with the equipment ("the equipment") are the property of MVCA. The Parent/Guardian/Learning Coach agrees to return the equipment in good condition as directed by school officials.
4. Failure to return the equipment in good condition, except for normal wear and tear, may result in charges billed to the Parent/Guardian/Learning Coach.
5. MVCA may initiate student withdrawal based on lack of student engagement or attendance.

Request of Student Records:

IMPORTANT: MVCA is required to maintain each student's educational records. This requirement includes reporting to the Michigan Department of Education (MDE), the school district that your student should attend after withdrawal from MVCA. To comply with the reporting requirement, the Parent/Guardian must include the student's new school information on the Parent/Guardian Withdrawal Form. Once your student enrolls in his/her new school, the new school will request a transfer of your student's educational records from MVCA with your signed approval. Without receiving a valid request from another school district for release of your student's educational records, the student's educational records will remain on file with MVCA.

Title IX Statement and Grievance Procedure

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq. prohibits discrimination on the basis of sex, including sexual harassment, sexual violence and sexual abuse as defined herein, in any program, service or activity, including but not limited to, educational programs, extracurricular activities, student services, academic counseling, discipline, classroom assignment, including admission to these programs and activities. Title IX also prohibits sex discrimination in employment, which includes MVCA's third party contracted staff and/or contractors/vendors. Retaliation against any person who reports or opposes improper discrimination or retaliation is likewise prohibited under Title IX. The Academy shall fully comply with Title IX and its accompanying regulations.

This policy applies to prohibited conduct in any academic, educational, extra-curricular, or other

Academy programs, activities, and events whether occurring at school, during the Academy's Educational Program and process including, but not limited to the On-Line Learning System ("OLS"), Class Connects, email, telephone, in-person or virtual conferences with third-party contracted staff, contractors/vendors who provide services to the Academy, on any premises or equipment owned, leased or used by the Academy, in a motor vehicle owned or leased by the Academy or being used for a school-related purpose or at any Academy-related event, activity or function; traveling by any means to or from school or an Academy-related event, activity, or function; and in any location where the conduct has a sufficient connection to or with the Academy, third-party contracted staff and/or contractors/vendors, Academy students or Academy property that adversely and significantly interferes with or endangers the good order of the Academy's educational program or environment, the proper functioning of the educational program, Academy-related event, activity or function.

The Academy expects that anyone who believes a Title IX violation may have occurred to report their concerns to the Academy 's contracted staff or an Academy Title IX Coordinator identified herein.

The Academy's Title IX Coordinators are:

TBD

Title IX Coordinator/Federal Programs Coordinator

616.309.1600

5910 Tahoe Drive S.E.

Grand Rapids, Michigan 49546

David Krause

Counselor

dkrause@k12.com

616.309.1600

5910 Tahoe Drive S.E.

Grand Rapids, Michigan 49546

Any student or contracted ESP/EMO staff member, or other third-party contractor/vendor who is assigned to work at or on behalf of the Academy and who believes he or she has been or is the victim of sexual harassment, sexual violence or sexual abuse should immediately report the situation to a teacher, counselor, social worker, principal, the Head of School or a Title IX Coordinator. A contracted ESP/EMO employee or staff member, or other third-party contractor/vendor who observes, has knowledge of, or learns that a student has been or is the victim of sexual harassment, sexual violence or sexual abuse shall immediately report the situation to the Academy principal, Head of School or a Title IX Coordinator. Complaints against an Academy principal should be reported to or filed with the Head of School or a Title IX Coordinator. Complaints against the Head of School should be reported to or filed with the Academy Board President or Title IX Coordinator.

Any person may report sexual harassment, sexual violence or sexual abuse (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment) in person, by mail, telephone or electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Definitions

"Complainant" means the person who is alleged to be the victim of conduct that could constitute sexual harassment, sexual violence or sexual abuse or retaliation for engaging in a protected activity.

“Respondent” means the person who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

“Third parties” include, but are not limited to, parents or guardians, third-party contracted ESP/EMO employees and staff members, or other third-party contracted staff assigned to work at or on behalf of the Academy, guests and/or visitors, visiting speakers, learning coaches, volunteers, third-party contractors or vendors doing business with or seeking to do business with the Academy Board and other individuals who come into contact with students at school-related events, activities, or functions (whether on or off Academy property) or during the Academy’s educational program as described in the Academy’s Title IX policy.

“Actual knowledge” means notice of sexual harassment, sexual violence or sexual abuse or allegations of sexual harassment, sexual violence or sexual abuse to the Academy’s Title IX Coordinator or any other school official who has authority to institute corrective measures on behalf of the recipient, or to a third-party contracted ESP/EMO employee or staff member assigned to work at or on behalf of the Academy.

“Employee or staff member” as used in this Policy means all third party contracted persons who are involved in the educational program including, but not limited to, employees and staff of the educational service provider. The Academy does not employ any employees or staff.

“Notice” means whenever a third-party contracted employee or staff member, a Title IX Coordinator, or any other school official with authority witnesses sexual harassment, sexual violence or sexual abuse, hears about sexual harassment, sexual violence or sexual abuse or sexual harassment, sexual violence or sexual abuse allegations from a complainant (i.e. a person alleged to be the victim) or a third party (e.g. the complainant’s parent, friend or peer); receives a written or verbal complaint about sexual harassment, sexual violence or sexual abuse or sexual harassment, sexual violence or sexual abuse allegations or by any other means.

“Sexual Harassment” is defined as conduct on the basis of sex that satisfies one or more of the following:

An Academy employee or staff member, or a third-party contracted employee or staff member assigned to work at or on behalf of the Academy who conditions the provision of an aid, benefit, or service of the Academy on an individual’s participation in unwelcome sexual conduct (i.e., quid pro quo sexual harassment);

Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the Academy’s education programs or activities; or

Sexual assault (as defined in the Cleary Act, 20 U.S.C. §1092(f)(6)(a)(v)), dating violence, domestic violence or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).

“Formal Complaint” is defined as a document filed by the Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the Academy investigate the allegation(s) of sexual harassment.

“Sexual Violence or Sexual Abuse” shall include physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent (due to the person’s age, intellectual, or other disability, or due to the use of drugs or alcohol) and violations of the criminal law, such as Michigan’s Criminal Sexual Conduct statutes.

Grievance Procedure

This Grievance Procedure is intended to treat Complainants and Respondents equitably by providing remedies to a Complainant if a Respondent is found responsible for the alleged sexual harassment after following the proscribed grievance process before imposing discipline on a Respondent. The Grievance Procedure seeks to ensure objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. Individuals involved in the Grievance Procedure – including the Title IX Coordinators, investigators, decision-makers, facilitators of informal resolution efforts and those involved in the appeal process – must be trained and not have any bias or conflict of interest.

Reporting and Filing a Formal Complaint

Any student or third-party contracted ESP/EMO employee or staff member or other third-party contractor/vendor who believes that they have been subjected to sexual harassment, sexual violence, or sexual abuse by a student, Academy board member, third-party contracted employee or staff member, contractor/vendor, volunteer or other person doing business with the Academy, should immediately report the behavior or communication to a teacher, counselor, social worker, principal, Head of School or a Title IX Coordinator.

All of the Academy's third-party contracted ESP employees and staff members are expected to promptly report actual knowledge of sexual harassment, sexual violence or sexual abuse they observe or hear about to a Title IX Coordinator.

Reports can be made orally or in writing and should be as specific as possible. The person making the report should identify the alleged victim/Complainant, perpetrator(s)/Respondent(s) and witness(es), and describe in detail what occurred, including date(s), time(s) and location(s). Upon receipt of a report, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint.

A Formal Complaint must be filed by a Complainant prior to the Academy proceeding with an investigation under its Title IX Grievance Procedure. A Title IX Coordinator may sign a formal complaint, with or without the Complainant's consent. A formal complaint may be filed by a Complainant in person, by mail or electronic mail.

Any incidents of sexual harassment, sexual violence or sexual abuse that comes to the Academy's attention through means other than a formal complaint will be promptly addressed by the Title IX Coordinator. Supportive measures will be considered and offered to both parties and the Title IX Coordinator shall provide information to the Complainant about how to file a formal complaint, or if the Title IX Coordinator chooses, he or she can file a formal complaint to begin the Grievance Procedure.

Mandatory and Discretionary Dismissals

The Academy must dismiss a complaint:

- That does not describe the conduct that meets the definition of sexual harassment;
- That alleges sexual harassment that did not occur in the Academy's educational program or activity;
- or
- That alleges sexual harassment did not occur in the United States at all.

The Academy may dismiss a complaint:

- If the Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw

- the formal complaint or some of its allegations;
- If the Respondent is no longer enrolled as a student in the Academy or is no longer employed by the third-party contractor/vendor who provides staff to the Academy; or
- If specific circumstances prevent the Academy from gathering evidence sufficient to reach a determination about the allegations.

If the Academy dismisses a complaint, or any allegations, pursuant to the above, it will send a written notice of dismissal and the reason(s) to the parties. Both parties have the right to appeal the Academy's dismissal as described in more detail below under "Right to Appeal."

Informal Resolution Process

If appropriate as determined by the Title IX Coordinator, the Complainant and the Respondent may voluntarily agree to participate in an informal resolution process that does not involve a full investigation and determination. Prior to the informal resolution process commencing, both parties will receive written notice of the charges and allegations and will be advised of their option to engage in a formal resolution process. The Complainant will not be required to resolve the problem directly with the Respondent, and either party has the right to end the informal process at any time and begin the formal process for investigating the complaint. The Academy prohibits the informal resolution process for complaints involving a student and a third-party contracted ESP/EMO employee or staff member or other third-party contracted staff assigned to work at or on behalf of the Academy or contractor/vendor. The formal resolution process should be used for these complaints.

The informal process should be completed on or before thirty (30) days after the complaint is filed.

Formal Resolution Process

If the parties choose not to engage in the informal resolution process, choose to stop the informal resolution process at any time, or the complaint involves a student and a third-party contracted ESP/EMO employee or staff member or other third-party contracted staff assigned to work at or on behalf of the Academy, or contractor/vendor, the Academy will conduct a prompt and full investigation into any formal Title IX complaint. An investigation will afford both the Complainant and the Respondent a full and fair opportunity to be heard, submit documentation and evidence supporting or rebutting the allegation(s), and identify witnesses. All parties involved in the investigation will be provided with a copy of the Title IX Grievance Procedure.

When the Academy begins the investigation, written notice will be provided to the parties containing:

- A copy of the Academy's Policy and Grievance Procedure under Title IX;
- Whether there is an opportunity to engage in informal resolution;
- The actual allegations and facts that would constitute sexual harassment under Title IX;
- A statement that the Respondent is presumed innocent;
- A statement that the parties are entitled to an advisor of their choice;
- A statement that the parties can request to inspect and review certain evidence; and Information regarding the Student Code of Conduct and false statements.

Investigations may be conducted by the appropriate Title IX Coordinator or designee, such as a principal or other administrator who have been trained in Title IX procedures and does not have a conflict of interest or bias towards either party. The Academy reserves the right to obtain or consult with a third-party investigator or resource at any time during the Grievance Procedure.

Prior to and during the investigation process, the Title IX Coordinator or designee will meet independently with the Complainant and the Respondent and discuss any supportive measures to be implemented before or during the investigation.

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the Academy and to comply with state or federal law.

Retaliation Prohibited

At the beginning of the investigation, the Title IX Coordinator or investigator will explain that Title IX includes protections against retaliation, the Academy will take steps to prevent retaliation and the Academy will strongly react to any retaliatory actions, including any acts of retaliatory harassment, should they occur. No student, parent/guardian, third-party contracted ESP employee or staff member or other third-party staff assigned to work at or on behalf of the Academy, or member of the public shall be retaliated against for filing a complaint or participating in the investigation of the complaint.

Acts of alleged retaliation should be reported immediately to a Title IX Coordinator and will be promptly investigated.

Respondent Presumed Innocent

During an investigation, the Respondent is presumed to be innocent.

Investigation Procedure

Investigations must begin promptly, proceed impartially, and treat all parties equitably. This includes providing both parties an opportunity to present witnesses and other evidence. The investigation will be concluded within thirty (30) calendar days but no more than sixty (60) days after a formal complaint is filed, unless there is good cause to continue the investigation beyond sixty (60) days (e.g., law enforcement activities, absence of a party or witness, absence of a party's advisor of choice or the need to provide language assistance or accommodations of disabilities).

Supportive Measures

Upon request of a party, or on its own initiative, the Academy may implement supportive measures prior to or during the investigation of a formal complaint. Supportive measures are free, individualized services designed to restore or preserve equal access to education, protect safety, or deter the sexual harassment. Supportive measures support a student and are not punitive or disciplinary with respect to another student. They do not unreasonably burden any other person.

A party can submit requests for supportive measures, either verbally or in writing, to the investigator and/or to the Title IX Coordinator. (The investigator will notify the Title IX Coordinator of any request for supportive measures and the Title IX Coordinator will be responsible to implement supportive measures). Supportive measures include, but are not limited to, counseling, extensions of time, modifications of work or class schedules, appropriate emotional and/or academic support, restrictions on contact between the parties, leaves of absences, and increased monitoring and support. In fairly assessing the need for either party to receive interim measures, the Academy will not rely on fixed rules or any assumptions that favor one party over another. Supportive measures will be made available to both parties, as appropriate. In imposing supportive measures, the Title IX

Coordinator or designee will make every effort to avoid depriving any student of his/her education. The Academy will take steps to ensure that any supportive measure minimizes the burden on the parties, and that the Title IX Coordinator or designee will communicate with the parties to ensure any supportive measures are necessary and effective based on the parties' needs.

Determination of Investigation

The Academy shall take reasonable, timely, age-appropriate and effective corrective action based upon the situation and nature of the complaint. Appropriate corrective action may include classroom reassignment, increased staff supervision, counseling, academic support services, additional training for students and third-party contracted ESP/EMO employee and staff, or other third-party contracted staff, contractor/vendor and reporting procedures, safety plan, behavioral support plan and/or disciplinary action under the Student Code of Conduct or under the Academy's policies and procedures which include suspension up to permanent expulsion. Restorative practices will also be considered in any circumstance involving disciplinary action.

The investigator's findings will be documented in a preliminary report and shared with the Complainant, Respondent and their advisors, if any. The parties will have at least ten (10) calendar days to review the preliminary report and submit a response in writing. Prior to finalizing the report, the investigator shall consider the parties' written responses to the preliminary report, if any. The investigation report will then be finalized and forwarded to the decision-maker, the parties and their advisors, if any. The decision-maker cannot be the investigator, Title IX Coordinator, or have any conflict of interest or bias with either party.

The decision-maker, prior to any final decision, shall afford the parties an additional (10) calendar days to submit relevant, written questions to the opposing party or any witnesses. The decision-maker shall ask any relevant questions, record the response(s) and provide the responses to the parties (and their advisors, if any) prior to making a final determination. If the decision-maker deems a question irrelevant, he/she shall state in writing why the question is not relevant and provide the reason(s) to the parties (and advisors, if any) before the final decision is made.

The decision-maker shall issue a written decision and deliver it simultaneously to both parties. The written decision must include:

- The portion of the Academy's policy(ies) that was violated;
- A description of the procedural steps that were taken by the Academy to arrive at the decision;
- A findings of fact section;
- A section that draws conclusions after applying the facts to the portion of the Academy's policy that applies;
- A statement and rationale for the ultimate determination of responsibility;
- Any disciplinary sanctions that the Academy will impose on the Respondent, and state whether the Academy will provide remedies to the Complainant;
- A statement and rationale for any remedies for the Complainant, addressing how those remedies will restore or preserve equal access; and
- A statement of the Academy's procedures, a statement that the parties have a right to appeal the initial determination regarding responsibility and the permissible basis for the appeal.

Right to Appeal

Both parties shall be provided notice of right to appeal the final determination based on: (1) a procedural irregularity affected the outcome of the matter; (2) new evidence has been discovered that was not reasonably available at the time of the determination on responsibility or dismissal; or (3) a conflict of interest on the part of the Title IX Coordinator, an investigator who compiled evidence, or a decision-maker, and the conflict of interest affected the outcome.

If a party intends to file an appeal, they must submit the appeal in writing to the Academy Board of Directors no later than five (5) calendar days following the date of the final decision. The Academy Board shall be deemed to have received the appeal as of the date of its next regular board meeting after the appeal has been filed.

The opposing party shall be provided with a copy of the written appeal and given an opportunity to submit a response, which will be provided to the Academy Board of Directors.

The Academy Board of Directors, or a committee selected by the Academy Board, shall review the written appeal and any response and issue a written determination within twenty (20) calendar days of the receipt of the appeal, which will be delivered to both parties.

The Academy Board of Director's decision shall be final.

Training

Individuals involved in the Grievance Procedure – Title IX Coordinators, investigators, decision-makers or facilitators of informal, voluntary resolution efforts must be trained.

The training materials cannot rely on sex stereotypes, must promote impartial investigations and adjudications and must be posted on the Academy's website.

All other third-party contracted ESP employees and staff members and other third-party contracted staff assigned to work at or on behalf of the Academy shall be trained on how to identify and report sexual harassment.

Privileges

No information protected by a legal privilege, such as the attorney-client privilege or the doctor-patient privilege, can be used during an investigation unless the person holding that privilege has waived it.

Neither a party or the Academy is allowed to seek, permit questions about, or allow the introduction of evidence that is protected by a recognized privilege.

Changes to Grievance Procedure

The Academy reserves the right to change, modify, amend or repeal all or any part of this Grievance Procedure.

Harassment and Discrimination Policy

General Policy Statement

The Academy's policy is to maintain an education and work environment which is free from all forms of unlawful harassment and discrimination. This commitment applies to all Academy operations, programs, and activities. All students, third-party contracted employees and staff assigned to work at or on behalf of the Academy including, but not limited to administrators, teachers, instructional and non-instructional staff (hereinafter collectively referred to as "ESP employees/staff") and all staff provided by third-party contractors/vendors who provide services to the Academy and/or Academy students share responsibility for avoiding, discouraging, and reporting unlawful harassment.

This policy applies to unlawful conduct occurring at school, during the Academy Educational Program and process including, but not limited to, the On-Line Learning System ("OLS"), Class Connects, email, telephone, in-person or virtual conferences with ESP employees and staff and third-party contractor/vendors, on any premises or equipment owned, leased or used by the Academy, in a motor vehicle owned or leased by the Academy or being used for a school-related purpose or at any Academy-related event, activity or function; traveling by any means to or from school or a school-related event, activity, or function; and in any location where the conduct has a sufficient connection to or with the Academy, ESP employees/staff, staff provided by third-party contractors/vendors, Academy students or Academy property that adversely and significantly affects, interferes with or endangers the good order of the educational program or environment at school, the proper functioning of the educational process; or non-school locations which are used for purposes of the educational program, Academy-related event, activity or function.

The Academy prohibits discrimination or harassment based on race, hairstyles and textures associated with race, color, national origin, sex, including sexual orientation, and gender identity or expression, pregnancy, disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other protected class that are protected by federal or state civil rights laws (hereinafter referred to as "unlawful harassment") and encourages those within the Academy community, as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Academy Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Academy Board will take appropriate action reasonably calculated to stop the harassment and prevent further such harassment. Individuals who are found to have engaged in unlawful harassment will be subject to removal or exclusion from the Academy and/or appropriate disciplinary action by the ESP and/or third-party contractor/vendor.

The Academy prohibits such harassment and discrimination whether occurring at school as defined above or at any Academy related program, activity or event. The Board of Director's policies prohibits illegal harassment and discrimination by, among others, board members, third-party contracted employees assigned to work at or on behalf of the Academy and students and third-party contractors/vendors.

"Discrimination" for purposes of this Administrative Procedure, means an action based in whole or in part on a student's race, hairstyles and textures associated with race, color, national origin, religion, sex, including sexual orientation and gender identity or expression, pregnancy, marital status, military or veteran status, genetic information or disability, or other legally protected class. In order to be a subject of redress under this Procedure, the action must be found to be so severe or pervasive that it:

- affects the student's ability to benefit from an educational program or activity;

- creates an intimidating, threatening or hostile educational environment;
has the effect of substantially or unreasonably interfering with a student's academic performance; or
- otherwise adversely affects that student's educational opportunities.

"Harassment", for purposes of this Administrative Procedure, refers to verbal acts, written statements or other conduct that is threatening, harmful or humiliating that is sufficiently severe, pervasive, or persistent so that it:

- affects the student's ability to benefit from an educational program or activity;
- creates an intimidating, threatening or hostile educational environment;
- has the effect of substantially or unreasonably interfering with a student's academic performance; or
- otherwise adversely affects that student's educational opportunities.

Any student who believes that s/he has been the victim of illegal discrimination or harassment may seek resolution of his/her complaint through either the informal or formal procedures described below. The Board of Directors has designated the individuals named below to serve as the Academy's Compliance Officers with respect to all student claims of discrimination or harassment, **other than complaints alleging sexual harassment under Title IX:**

TBD

Title IX/Federal Programs Coordinator
616.309.1600
5910 Tahoe Drive S.E.
Grand Rapids, Michigan 49546

David Krause
Counselor
dkrause@k12.com
616-309-1600
5910 Tahoe Drive S.E.
Grand Rapids, Michigan 48546

Informal Complaint Procedure

The informal complaint procedure is provided as a less formal option for a student who believes s/he has been discriminated against or harassed. This informal procedure is **not** required before filing a formal complaint. Moreover, a student who seeks resolution through the informal process may request, at any time, that the matter be moved to the formal complaint process.

A complaint alleging sexual violence will be addressed through the District's Title IX Grievance Procedure. All complaints of illegal discrimination or harassment by a School District employee, third-party contracted staff or contractor/vendor or any other adult member of the School District community will also be addressed only through the formal complaint process.

Step 1

A student who believes s/he has been illegally discriminated against or harassed may make an informal complaint, either orally or in writing, to (1) a teacher, other Academy staff member, or building administrator in the school the student attends; (2) the Head of School and/or (3) one of

the Compliance Officers.

All informal complaints received by a staff member must be reported to a Compliance Officer within two (2) school days. The Compliance Officer will either facilitate an informal resolution as described below on his/her own or appoint another individual to facilitate an informal resolution. This reporting requirement applies to **all** complaints made by or on behalf of a student, regardless of where the conduct is alleged to have occurred.

Step 2

The School District's informal complaint procedure is designed to provide students who believe they are being discriminated against or harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the student claiming discrimination or harassment, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the student about how to communicate the unwelcome nature of the behavior to the other person.
- B. Distributing a copy of the nondiscrimination and/or anti-harassment policies as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.
- C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting between the student claiming discrimination or harassment and the other individual to work out a mutual resolution. Such a meeting is **not** to be held in circumstances where sexual violence has been alleged.

Step 3

The Compliance Officer will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint.

All materials generated as part of the informal complaint process will be retained in a single location under the control of the Compliance Officer in accordance with the Board of Education's records retention policy and/or Student Records policy.

Formal Complaint Procedure

Step 1

A student who believes s/he has been subjected to discrimination or harassment may file a formal complaint, either orally or in writing, with a teacher, principal, or other Academy staff member of the student's school, a Compliance Officer, or the Head of School. The Academy staff member must report such information to a Compliance Officer or designee within two (2) school days. This reporting requirement applies to **all** complaints made by or on behalf of a student, regardless of where the conduct is alleged to have occurred.

All formal complaints must include the following information to the extent it is available:

- A. the name and protected class of the alleged victim and, if different, the name and protected class of the person reporting the allegation;
- B. the nature of the allegation, a description of the incident(s), and the date(s) and time(s) (if known);
- C. the name(s) and protected classes of all persons alleged to have committed the alleged harassment, if known, or a description/identifying information available if the name is not known; and

- D. the name(s) or description/identifying information and protected classes of all known witnesses to the alleged incident.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Step 2

Within two (2) school days of receiving the formal complaint, the person who will conduct the investigation (the Compliance Officer or designee) will initiate a formal investigation to determine whether the Complainant has been subjected to discrimination or harassment. A Principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Note: Upon receiving a formal complaint, the person who will be conducting the investigation shall consider whether any action should be taken during the investigatory phase to protect the Complainant from further discrimination or harassment, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the accused person. In making such a determination, the person conducting the investigation should consult the Complainant to assess his/her agreement with the proposed action. If the Complainant is unwilling to consent to the proposed change, the person conducting the investigation may, nevertheless, take whatever actions are deemed appropriate for the protection of all persons, following consultation with the Head of School.

The person conducting the investigation will inform the individual alleged to have engaged in discrimination or harassment that a complaint has been received. The accused person will be informed about the nature of the allegations and provided with a copy of any relevant Board policies or administrative guidelines. The accused will also be informed of the opportunity to submit a written response to the complaint within five (5) business days. Throughout the course of the process, the Compliance Officer shall keep the parties informed of the status of the investigation and the decision-making process.

Although certain cases may require additional time, the Compliance Officer or a designee will attempt to complete an investigation into the allegations of discrimination or harassment within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- A. interviews with both parties;
- B. obtaining and reviewing any written statements of the reporter, the victim (if different from the reporter), the accused student(s), and any known witnesses;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information presented by the parties, or any other witness that is reasonably believed to be relevant to the allegations.

Step 3

At the conclusion of the investigation, the Compliance Officer or the designee shall, within fifteen (15) school days of receiving the formal complaint, prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation, the response of School personnel and, if applicable, the date any incident was reported to the police. The report shall provide recommendations based on the evidence. A preponderance of the evidence standard

will be followed. The investigating person's recommendations should consider the totality of the circumstances, including the ages and maturity levels of those involved. Disciplinary recommendations, if appropriate, should be reasonably calculated to prevent recurrence of illegal discrimination or harassment. Disciplinary recommendations may range from: counseling to permanent expulsion, in the case of a student; reassignment of third-party contracted staff member and /or contractor/vendor from the Academy, and recommendation for censure or removal of a board member.

Step 4

Absent extenuating circumstances, within ten (10) school days of receiving the report of the Compliance Officer or the designee, the Head of School will either issue a final decision regarding whether the complaint has been substantiated or request further investigation. A copy of the Head of School's final decision will be delivered to both parties.

If the Head of School requests additional investigation, the Head of School must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) school days. At the conclusion of the additional investigation, the Head of School shall issue a final written decision as described above.

Filing a Complaint the with Office for Civil Rights

A Student alleging discrimination or harassment, may, at any time, file a complaint with the United States Department of Education Office for Civil Rights at:

United States Department of Education
Office for Civil Rights
Cleveland Office
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
Telephone: (216) 522-4970
Fax: (216) 522-2573; TDD: (800) 877-8339
Email: OCR.Cleveland@ed.gov

Cooperation with Law Enforcement Agencies

In certain instances, an allegation of harassment may also be investigated as a criminal matter. To the extent permitted by law, the Academy will comply with law enforcement requests for cooperation.

Retaliation

Retaliation against a person who files a complaint alleging discrimination or harassment, or participates as a witness in an investigation, is strictly prohibited. Upon a finding that a person has engaged in retaliation, appropriate disciplinary action will be taken.

Maintenance of Records

All materials generated as a part of the formal complaint process will be retained in a single location under the control of one of the Compliance Officers in accordance with the Board of Directors' records retention policy and/or Student Records policy.

**Michigan's Child Protection Law – Allegations Constituting Criminal Sexual Conduct:
Child Abuse or Child Neglect/ Sexual Misconduct/Sexual Abuse**

Some forms of sexual discrimination and violations of Title IX, such as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (due to the person's age, intellectual or other disability, or due to the use of drugs or alcohol), and sexual abuse or sexual violence involving a student, including, but not limited to a student who is a minor, constitute violations of the criminal law, such as Michigan's Criminal Sexual Conduct statutes. Allegations of sexual abuse or sexual violence of a student, including, but not limited to a student who is a minor, shall be promptly reported to child protective services, law enforcement or similar agency as required by law.

Pursuant to Michigan's Child Protection Law (CPL), MCL § 722.621, et seq., certain persons who have reasonable cause to suspect child abuse or neglect, including sexual abuse of a student, including, but not limited to a student who is a minor, as defined in the Law, are obligated to report that suspicion as specified in the Law, including reports to child protective services, law enforcement, or similar agency. If, during the course of an investigation into alleged discrimination and/or an alleged violation of Title IX, initiated by a student, mandatory reporters under the CPL or a Title IX Coordinator who has reasonable cause to suspect that the alleged conduct may constitute child abuse or neglect, or sexual abuse or sexual violence of a student, including but not limited to a student who is a minor, the mandatory reporters under the CPL or Title IX Coordinator shall report such suspicion in accordance with the Law, including reports to child protective services, law enforcement or similar agency.

A report made to child protective services, law enforcement or similar agency shall not terminate the Title IX Coordinator's or other designated investigator's obligation and responsibility to continue to investigate a complaint of discrimination, sexual harassment, sexual abuse or sexual violence of a student or an alleged violation of Title IX. While the Title IX Coordinator or other designated investigator may work cooperatively with outside agencies, including child protective services and law enforcement or similar agency to conduct concurrent investigations, in no event shall the investigation of discrimination, sexual harassment, sexual abuse or sexual violence of a student or an alleged violation of Title IX of a student, including but not limited to a student who is a minor, be inhibited by the involvement of outside agencies without good cause after consultation with the Head of School.

Investigation and Complaint Procedure

Any student, ESP/EMO employee/staff or staff of third-party contractor/vendor or other member of the Academy community or third party who believes that s/he has been subjected to unlawful discrimination, or an alleged violation of Title IX, including, sexual harassment, sexual violence or sexual abuse, may seek resolution of his/her complaint through either the informal or formal procedures as described in the Academy Board's Non-Discrimination or Title IX Policy.

The informal and formal procedures set forth in the Academy Board Policies are not intended to interfere with the rights of any individual to pursue a complaint of unlawful discrimination, alleged violations of Title IX, sexual harassment, sexual abuse or sexual violence, or retaliation with the United States Department of Education Office for Civil Rights, the Equal Employment Opportunity Commission ("EEOC"), or the Michigan Department of Civil Rights.

Bullying and Cyberbullying Policy

It is the policy of MVCA to provide a safe and nurturing environment for all of its students. Appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of students, as well as administrators, staff, visitors, and volunteers.

Bullying and Cyberbullying are Prohibited

Bullying and cyberbullying of a student, whether by other students, staff, visitors, Academy board members, parents, guests, contractors, vendors, and volunteers, is prohibited. All students are protected under this policy and bullying and cyberbullying are prohibited without regard to its subject matter or motivating animus.

Definitions

“Bullying” means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- Substantially interfering with education opportunities, benefits, or programs of one (1) or more students.
- Adversely affecting the ability of a student to participate in or benefit from the Academy's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress.
- Having an actual and substantial detrimental effect on a student's physical or mental health.
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

“Cyberbullying” means any electronic communication that is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits, or programs of one (1) or more students.
- Adversely affecting the ability of a student to participate in or benefit from the Academy's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress.
- Having an actual and substantial detrimental effect on a student's physical or mental health.
- Causing substantial disruption in, or substantial interference with, the orderly operation of the Academy.

Since “bullying” also includes “cyberbullying,” any reference in this Policy to “bullying” shall also be deemed to refer to “cyberbullying.”

Bullying and cyberbullying are prohibited at school, during the Academy Educational Program and process including, but not limited to, the On-Line Learning System (“OLS”), Class Connects, email,

telephone, in-person or virtual conferences with ESP employees and staff and third-party contractor/vendors, on any premises or equipment owned, leased or used by the Academy, in a motor vehicle owned or leased by the Academy, or being used for a school-related purpose or at any Academy-related event, activity or function; traveling by any means to or from school or a school-related event, activity, or function; and in any location where the conduct has a sufficient connection to or with the Academy, ESP employees/staff, staff provided by third-party contractors/vendors, Academy students or Academy property that adversely and significantly affects, interferes with or endangers the good order of the educational program or environment at school, the proper functioning of the educational process; or non-school locations which are used for purposes of the educational program, Academy-related event, activity or function.

Bullying and cyberbullying that does not occur “at school,” as defined above, but that causes substantial disruption to the educational environment, may be subject to disciplinary action in accordance with this Policy and applicable law.

Reporting and Investigating Reports of Bullying

Every student is encouraged to promptly report any situation that he or she believes to be bullying behavior directed toward himself/herself or another student, to an administrator, teacher, counselor, social worker, Student Support Team Program member or the Head of School. Staff members shall report any reports made by students or situations that they believe to be bullying behavior directed toward a student to the Head of School. Complaints against the Head of School shall be reported to the Regional Director of the ESP/EMO and the Academy Board President.

A student may report a complaint of bullying and/or cyberbullying to the Academy’s Anti-Harassment Coordinators:

TBD

Title IX Coordinator/State and Federal Programs Coordinator 616-309-1600
5910 Tahoe Drive S.E.
Grand Rapids, Michigan 49546

David Krause
Counselor
dkrause@k12.com

616-309-1600
5910 Tahoe Drive S.E.
Grand Rapids, Michigan 48546

Under State law, a school employee, school volunteer, student, or Parent/Guardian/Learning Coach who promptly reports in good faith an act of bullying to the appropriate school official designated in this Policy and who makes this report in compliance with the procedures set forth in this Policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. This immunity does not apply to a school official responsible for implementing this Policy or for remedying the bullying, when acting in that capacity.

Retaliation or false accusation against a target of bullying, a witness, or another person with information about an act of bullying is prohibited. Suspected retaliation should be reported in the

same manner as suspected bullying behavior. Making intentionally false accusations of bullying is likewise prohibited. Retaliation and making intentionally false accusations of bullying may result in disciplinary action up to and including expulsion.

All complaints about bullying that may violate this Policy shall be promptly investigated and documented. The Head of School or designee is responsible for the investigation; however, the Academy Board may engage an independent third-party to investigate the bullying complaint.

If the investigation results in a finding that bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for students, removal of ESP/EMO employees and staff members assigned to work at or on behalf of the Academy and to and including exclusion from school property for parents, guests, volunteers, and contractors/vendors. Individuals may also be referred to law enforcement officials.

If the investigation results in a finding that bullying has occurred, the parent or guardian of the victim of bullying and the parent or guardian of a perpetrator of the bullying shall be notified promptly in writing. In addition, the ESP/EMO employee(s) or staff or other third party designated by the Academy Board to investigate the alleged bullying may notify parents of the victim or perpetrator of bullying sooner than the conclusion of the investigation if circumstances dictate such earlier notification.

The Academy shall document any prohibited incident that is reported and shall document all verified incidents of bullying and the resulting consequences, including the required notification of parents or guardians and any discipline and referrals.

The Head of School is the school official responsible for ensuring that this policy is implemented.

Confidentiality

The Academy shall comply with all applicable laws regarding confidentiality of personally identifiable information from education records. In addition, the identity of an individual who reports an act of bullying or cyberbullying shall be and remain confidential to the extent provided by law. The Head of School or designee shall ensure that the name of an individual who reports an act of bullying or cyberbullying is withheld from the alleged perpetrator and the perpetrator's parent(s), guardian(s)) and representative(s) and is redacted from any report of bullying or cyberbullying that is publicly disclosed, to the extent provided by law.

Notification

This policy will be annually circulated to parents and students and shall be posted on the Academy website.

Reporting

As required by State statute, the Academy, through the ESP/EMO Head of School or designee shall provide a report of all verified incidents of bullying and other required information to the Michigan Department of Education on an annual basis, according to the form and procedures established by the Department.

As required by State statute, the Academy's procedures with respect to bullying are contained within this policy, and thus no administrative guidelines accompany this policy.

Student Behavior: Governing Principles - In support of providing educational opportunity, the Academy strives to create a school environment that cultivates the development of knowledgeable, responsible and caring citizens. To create and maintain such an environment, respect for the rights of others, considerations of their privileges, and cooperative citizenship is expected of all members of the school community. When a student infringes upon others' education, it becomes the duty of the Academy to discipline the student and restore the conditions that promote learning for all students. In disciplining students and regulating their conduct, the Academy strives to assure that guidelines and consequences are appropriate and proportionate in nature, consistent with federal, state and local laws, rules and regulations, constructive and limited to that reasonably necessary in the judgment of Administration to promote the Academy's educational objectives.

Student Code of Conduct

The Student Code of Conduct covers all students enrolled in MVCA and is applicable to all student conduct. MVCA reserves the right to impose disciplinary action to and including suspension, expulsion, permanent expulsion, or expulsion greater than 180 school days, based on the severity of the student's conduct, the totality of the circumstances and as may be required by Michigan law for a student's first or subsequent offense notwithstanding the disciplinary guidelines stated within the Student Code of Conduct.

The Student Code of Conduct applies to a student's conduct:

- During the Academy Educational Program and process including, but not limited to the OLS, Class Connects, email, telephone, in-person or virtual conferences with teachers, administrators or any Academy staff and students;
- On any premises or equipment owned, leased or used by the Academy;
- In a motor vehicle owned or leased by the Academy or being used for a school-related purpose;
- At a school-related event, activity or function;
- Traveling by any means to or from school or a school-related event, activity, or function;
- In any location, where the conduct has a sufficient connection to or with the Academy, Academy staff or students, or Academy property that it adversely and significantly affects, interferes with or endangers good order or the educational environment at school, or the proper functioning of the educational process; or where application to non-school locations is expressly stated.

Levels of Discipline

Unacceptable student conduct, as defined herein, may give rise to several levels of discipline,

including administration alternatives to exclusion from school, emergency removal (snap suspension), short-term suspension (ten (10) school days or less), long-term suspension (eleven (11) to fifty-nine (59) school days, expulsion (sixty (60) school days to and including 180 school days), permanent expulsion, or expulsion greater than 180 school days. The Academy Board recognizes that exclusion from the educational programs of the Academy for disciplinary purposes is a serious sanction. Administrators are encouraged, in appropriate cases, to consider administrative alternatives other than exclusion from school. The following levels of discipline are permitted in the Academy:

Level 1: Administrative Alternatives

Listed below is a non-exclusive list of administrative alternatives to exclusion from school that may be considered, with the appropriateness of a particular alternative dependent on the seriousness of the infraction, the student's age and discipline history, and other circumstances and factors.

- Classroom time out
- Denial of participation in school extracurricular activities or events
- Denial of right to attend non-classroom school events
- Student-parent-school behavioral contracts
- A written assignment pertinent to the unacceptable conduct
- Confiscation of materials or items that are part of the unacceptable conduct
- Academic warnings
- Additional class assignment(s)
- In the case of property damage, full financial restitution
- Probationary status
- Restorative practices

Level 2: Emergency Removal ("Snap Suspension"):

A student may be removed from any class, subject, or activity for up to one (1) day by the student's teacher for certain conduct as specified in the Student Code of Conduct pursuant to MCL §380.1309. A student so removed will be allowed to attend other classes taught by other teachers during the term of the one (1) day removal.

Level 3: Short-Term Suspension

Ten (10) or fewer school days, as determined by the school principal or other administrator.

Level 4: Long-Term Suspension

Upon recommendation of the principal of the student's school, or other administrator, the Head of School or designee may suspend a student for a period greater than ten (10) school days, but less than sixty (60) school days.

Level 5: Expulsion of Sixty (60) School Days to and Including 180 School Days

Upon recommendation of the principal of the student's school, or other administrator, the Head of School or designee may expel a student for sixty (60) school days to and including 180 school days.

Level 6: Permanent Expulsion or Expulsion Greater Than 180 School Days

Upon recommendation of a principal of the student's school, or other administrator, the Head of School or designee may permanently expel a student or expel a student for greater than 180 school days.

Note: The imposition of penalties for infractions other than mandatory permanent expulsion is subject to consideration of certain factors established by state law and Board Policy, Article IV, Section 9, "Considerations Prior to Imposition of Discipline" and as set forth in this Student Code of Conduct.

Removal of a Student From The Academy Pending Investigation or Provision of Due Process:

When an administrator deems it necessary, the administrator may remove a student from school that is charged with, suspected of committing, or suspected of being involved in, an infraction or incident, for a reasonable time period necessary:

1. to complete the investigation of an alleged infraction or incident, or
2. to defuse a situation that could become worse without such removal, or
3. in unusual circumstances, to permit the student to be afforded due process, as defined in this policy, which shall be afforded as soon as possible thereafter, or
4. for other reason(s) as renders such a removal in the best interests of a student, the school, its students, or its staff.

Such a removal shall not constitute disciplinary action, although the infraction or incident may result in disciplinary action. If the infraction or incident that has prompted removal results in discipline, the time during which the student has been removed from the Academy shall be credited to any disciplinary time imposed.

Discipline of Students with Disabilities

The rules governing student conduct apply to all students. MVCA will fully comply with the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Michigan Mandatory Special Education Act and MARSE rules and regulations when disciplining students with disabilities, and the corresponding rules and regulations of each law. The federal and state laws cited herein should be reviewed before removals of students with disabilities or suspected disabilities.

Due Process

Students Subject to Short-Term Suspensions (Ten (10) School Days or Less)

Except in emergency situations, prior to a suspension of ten (10) school days or less, the school principal or other administrator shall give the student and the student's parent/guardian oral or written notice of the charges against the student, a summary of the evidence supporting the charges, what disciplinary measures are being proposed and an opportunity to respond to the charges. If feasible, the notice and opportunity for the student to respond to the charges, should precede the student's removal from school.

The 7 factors of discipline (restorative justice) shall be considered by the school principal or other administrator, with input from the student, and parent/guardian before disciplinary action may be imposed. The written decision of the principal, or other administrator regarding the discipline imposed shall state that the 7 factors concerning discipline have been considered and what, if any, restorative justice practices have been imposed. The short-term discipline decision of the school principal or other administrator is final and not subject to appeal.

Students Subject to Long-Term Suspensions, Expulsions, Permanent Expulsions or Expulsion Greater Than 180 School Days

Except in emergency situations, prior to the implementation of a long-term suspension, expulsion, permanent expulsion or an expulsion greater than 180 school days, a student and the student's parent/guardian must be given oral or written notice of the charges against the student, a summary of the evidence supporting the charges and, if the student denies the charges, an opportunity to be heard and respond to the charges. The school principal or other administrator has the authority to recommend the disciplinary action to the Head of School or designee. The student and the student's parent/guardian shall be given the opportunity to respond within ten (10) school days. The student and the student's parent/guardian must be provided with a brief description of the student's rights and the hearing procedure before the Head of School or designee as set forth in this Student Code of Conduct. The Head of School or designee shall conduct a hearing to determine whether to accept the principal or other administrator's recommendation for a long-term suspension, expulsion, permanent expulsion or expulsion greater than 180 school days. The hearing before the Head of School or designee may occur virtually or in person at the Michigan Virtual Charter Academy's Administration Office, 5910 Tahoe Drive, Grand Rapids, MI 49546, or the Michigan Virtual Charter Academy Charter School Office, 1620 E. Elza, Hazel Park, MI 48030, at the option of the student and the student's parent/guardian. The hearing shall be closed to the public. If the hearing before the Head of School or designee takes place in person, administration witnesses or other witnesses may attend virtually given that Academy staff may reside in different areas in Michigan.

Written Notice of Recommended Discipline

When a student is being considered for a long-term suspension, expulsion, permanent expulsion or expulsion for greater than 180 school days, the student will receive a formal letter of notification addressed to the parent(s)/guardian(s) which will contain the following:

- The charge(s) and related evidence;
- The length of the recommended suspension, expulsion, permanent expulsion, or expulsion greater

than 180 school days;

- The time and location of the in-person hearing or video conference access information of the virtual hearing before the Head of School or designee;
- A brief description of the hearing procedure;
- A statement that the student may bring parent(s), guardian(s), representative(s) and legal counsel to the hearing, at the student's sole cost and expense;
- A statement that the student and/or parent/guardian may bring or request a translator to the hearing;
- A statement that the student may give testimony, present evidence, and provide a defense;
- Notice that the Head of School or designee may select and designate a Hearing Officer (outside third party) to hear and conduct the student discipline hearing at the Head of School, designee's sole discretion.

Considerations Prior to Imposition of Discipline (Restorative Practices)

In accordance with Michigan law, and except as specifically provided in this policy, before a student may be recommended for a long-term suspension, expulsion, permanent expulsion or expulsion greater than 180 school days, the Principal, or other administrator, in consultation with any other administrator making the disciplinary recommendation, shall consider each of the following factors:

- the student's age;
- the student's disciplinary history;
- whether the student is a student with a disability;
- the seriousness of the violation or behavior committed by the student;
- whether the violation or behavior committed by the student threatened the safety of any student or staff member;
- whether restorative practices will be used to address the violation or behavior committed by the student; and
- whether a lesser intervention would properly address the violation or behavior committed by the student.

The fact that consideration of these factors has occurred shall be documented in the record of the disciplinary recommendation decision. An appropriate checklist shall be developed and used to document consideration of these factors. The fact that consideration of these factors has occurred shall be documented in the record of the disciplinary action.

Whether student misconduct shall result in discipline, and the level of discipline to be recommended, shall be within the discretion of the Principal of the student's school or other administrator. In the exercise of this discretion, there is a rebuttable presumption that a recommended long-term suspension, expulsion, permanent expulsion, or expulsion of more than 180 days is not justified unless administration can demonstrate that it considered each of the seven (7) factors listed above. The obligation to consider these factors shall not apply to a student being permanently expelled under state law for possessing a firearm in a weapon-free school zone.

A principal or other administrator shall consider using restorative practices as an alternative or in addition to the recommendation for a long-term suspension, expulsion, permanent expulsion or expulsion greater than 180 school days of a student. The obligation to consider restorative practices shall not apply to a mandatory permanent expulsion for possession of a firearm in a weapon-free school zone. "Restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct. The Head of School or designee shall

establish procedures for the use of restorative practices within the Academy.

Disciplinary Hearing Before The Head of School

- A. The school principal or other administrator shall recommend disciplinary action for a student who violates the Student Code of Conduct or Michigan law. The Head of School, or designee shall hold a disciplinary hearing as soon as reasonably possible, and ideally within ten (10) school days of the date of the written notice to the student and parent(s)/guardian(s) recommending disciplinary action for a long-term suspension expulsion, permanent expulsion or expulsion greater than 180 school days. The disciplinary hearing before the Head of School may be held virtually, or in-person at the Michigan Virtual Charter Academy Administration Office, 5910 Tahoe Drive, Grand Rapids, Michigan 49546 or the Michigan Virtual Charter School Academy Charter School Office, 1620 E. Elza, Hazel Park, MI 48030, at the option of the student and the student's parent/guardian. If the student and the student's parent/guardian opts for an in-person hearing, the Academy witnesses may testify virtually since Academy staff reside in different locations throughout the State of Michigan.
- B. The school principal or other administrator shall provide the student and parent(s)/guardian(s) with a written notice identifying the student's violation of the Student Code of Conduct, or Michigan law, a summary of the evidence, the recommended disciplinary action and the rules and procedures for the disciplinary hearing before the Head of School, or designee described herein.
- C. The Head of School or designee, Academy Board attorney, and any other resource person(s) that the Head of School or designee deem appropriate may be present at the hearing before the Head of School or designee. The Head of School or designee shall have the sole discretion to determine whether to impose the discipline recommended by the school principal or other administrator or to modify the recommended discipline following the disciplinary hearing.
- D. Although a hearing to consider a disciplinary recommendation for a long-term suspension, expulsion, permanent expulsion or expulsion greater than 180 school days is subject to due process and may have some similarities to a court proceeding, it is not conducted in a court of law and court rules do not apply. The Head of School or designee shall determine any procedural questions that arise during the hearing.
- E. At the hearing, the school principal and other administrators and staff shall first present to the Head of School or the Hearing Officer, the facts of the case and the basis for the recommended discipline. The Head of School or designee and other participants in the hearing may ask questions of the witnesses. Thereafter, the student (and/or the student's representative and parent(s)/guardian(s)) may comment upon the facts as stated by the school principal, other administrator and staff as the basis of the recommended discipline.
- F. The student and the parent(s)/legal guardian(s), representative (s), and legal counsel, if any, may present verbal and documentary evidence, comments, and witnesses to respond to the principal/administration's facts of the case and the basis for the recommended discipline, and may ask questions of any individual who presents evidence during the hearing. The student, student's parent(s)/guardian(s), representative(s) of the student and/or legal counsel representing the student at the hearing (at the student's own expense), may ask questions of the Head of School, or designee, school principal, any administrators, staff and other witnesses that present facts of the case and the basis for the recommended discipline.
- G. The principal and other administrators from the Academy, the Board attorney, and any other persons the Head of School or designee believes are necessary may attend the discipline hearing as witnesses or advisors.
- H. A stenographic or electronic record of the hearing before the Head of School or designee may be

made based on the sole discretion of the Head of School or designee. The hearing shall be closed to the public.

- I. If the student or parent(s)/guardian(s) fail to attend the hearing before the Head of School or designee, after receiving notice, the Head of School or designee may proceed with the hearing and to a determination of whether to accept the recommendation of the principal/administrator regarding the student discipline to be imposed.
- J. After conducting the hearing, the Head of School or designee may:
 - Impose the principal's or other administrator's recommended discipline.
 - Modify the terms of the principal's or other administrator's recommended discipline, with or without new conditions. The Head of School or designee may impose consequences that are greater, lessor or different than recommended by the principal or other administrator.
 - Set aside the recommended long-term suspension, expulsion, permanent expulsion or expulsion greater than 180 school days and decline to impose discipline.
- K. The Head of School or designee shall issue a decision in writing, within five (5) school days following the hearing and mail the written decision to the student and the student's parent(s)/guardian(s) via first class mail, certified mail return receipt requested and email. A copy of the written decision shall be included in the student's CA 60 file.
- L. The decision of the Head of School or designee may be appealed to the Academy Board of Education as set forth below.
- M. The Head of School or designee's student discipline decision imposing a long-term recommendation, expulsion, permanent expulsion, or expulsion greater than 180 school days may be appealed to the MVCA Board of Directors by the student or the student's parent(s)/guardian(s) within fifteen (15) school days of the date of the letter imposing the discipline.
- N. The Head of School or designee may stay enforcement of the expulsion or discipline pending the appeal.
- O. A student who has been permanently expelled from the Academy may seek reinstatement in accordance with the provisions of Board Policy, Article IV., Section 9 and the section of the Student Code of Conduct regarding petitions for reinstatement.

Appeal Before the Academy Board of Directors

A student may appeal a long-term suspension, expulsion, permanent expulsion or expulsion greater than 180 school days to the Academy Board of Directors in accordance with the following procedures:

A long-term suspension, expulsion, permanent expulsion or expulsion greater than 180 school days may be appealed to the Academy Board of Directors by the student or parent(s)/guardian(s) by filing with the Head of School, via email or letter, a written request for appeal within fifteen (15) school days after the date of the notice of the discipline imposed by the Head of School or designee, stating the new evidence or information that the student and/or parent(s)/guardian(s) that the Academy Board should be aware of that was not presented to the Head of School or designee during the student discipline hearing or the student discipline

hearing procedures that were not followed in the student discipline hearing before the Head of School or designee. The Academy Board shall hear the appeal within a reasonable amount of time at a special board meeting called for such purpose, or at the next regularly scheduled Academy Board meeting as determined by the Academy Board President. If a timely appeal is not requested, the discipline imposed by the Head of School or designee shall be deemed final.

- A. Upon receipt of an appeal to the Academy Board, the Head of School shall provide the student and parent(s)/guardian(s) with a written notice that an appeal to the Academy Board shall be conducted in accordance with the rules and procedures described below.
- The Head of School or designee who imposed the student discipline, principal or other administrator who made the discipline recommendation and any other administrators/staff who presented evidence at the discipline hearing before the Head of School or designee, Board attorney and any other resource persons that the Board President deems appropriate may be present at the Academy Board appeal hearing. Only members of the Academy Board shall have a vote in determining the decision regarding the appeal.
 - Pursuant to the Open Meetings Act, the appeal hearing before the Academy Board shall be closed to the public at the request of the student or the student's parent(s)/guardian(s).
 - Although an appeal hearing is subject to due process and may have some similarities to a court proceeding, it is not conducted in a court of law and court rules are not applicable. The Board President or presiding officer shall determine any procedural issues that arise during the hearing.
 - During the appeal hearing, the Head of School or designee shall advise the Academy Board members of the reason(s) for the imposition of student discipline. The student and the student's parent(s)/guardian(s) shall state the basis for the appeal. The Academy Board members may ask questions of the Head of School or designee regarding the basis of the student discipline decision, the principal or other administrator regarding the facts that gave rise to the recommended discipline and may question the student and the student's parent(s)/guardian(s) regarding the reasons for the appeal. The Academy Board members and other participants in the hearing may ask questions of witnesses.
- B. The Academy Board may:
- Set aside the student discipline with or without limiting conditions.
 - Reduce the student discipline and impose any conditions the Academy Board deems advisable; or
 - Affirm the student discipline as determined by the Head of School or designee.
- C. The Academy Board shall promptly notify the student and the student's parent(s)/guardian(s) of the Academy Board's decision in writing. The Academy Board's decision shall be final.

Reinstatement Following Permanent Expulsion

A student who has been permanently expelled from the Academy may apply for reinstatement in accordance with the following guidelines:

- a. If the student is in grade 5 or below at the time of the permanent expulsion, the parents or legal guardian may submit a request for reinstatement after sixty (60) school days from the date of expulsion, but the student may not be reinstated before ninety (90) school days from the expulsion date.
- b. If the student is in grade 6 or above at the time of the permanent expulsion, the parents, legal guardian, the adult student, or the emancipated minor may submit a request for reinstatement after 150 school days from the date of the expulsion, but the student may not be reinstated before 180 school days from the expulsion date.
- c. The Head of School or designee shall, within ten (10) school days after receiving the request, submit the request together with any other information he or she deems pertinent to the requested reinstatement, to an Academy Board-appointed Reinstatement Committee consisting of two (2) Academy Board members, an Academy administrator, a teacher, and two (2) parents of an Academy student.
- d. The Academy Board Reinstatement Committee shall, within ten (10) school days after being appointed, review all pertinent information, and submit its recommendation to the full Academy Board. The recommendation may be for unconditional reinstatement, conditional reinstatement, or non- reinstatement, based on the Academy Board Reinstatement Committee's consideration of:
 - the extent to which reinstatement would create a risk of harm to students or school personnel;
 - the extent to which reinstatement would create a risk of Academy or individual liability for the Academy Board or Academy personnel;
 - the age and maturity of the student;
 - the student's school record before the expulsion incident;
 - the student's attitude concerning the expulsion incident;
 - the student's behavior since the expulsion and the prospects for remediation;
 - if the request was filed by a parent, the degree of cooperation and support the parent has provided and will provide if the student is reinstated, including, but not limited to, the parent's receptiveness toward possible conditions placed on the reinstatement. Such conditions may, as an example, include a written agreement by the student and/or a parent who filed the reinstatement request to:
 - Abide by a behavior contract which may involve the student, his/her parents, and an outside agency;
 - Participate in an anger management program or other counseling activities;
 - Cooperate in processing and discussing periodic progress reviews;
 - Meet other conditions deemed appropriate by the Committee;
 - Accept the consequences for not fulfilling the agreed-upon conditions.
 - The Academy Board Reinstatement Committee may also allow the parent, adult student, or emancipated minor to propose conditions as part of the request for reinstatement.
- e. In the event a student who has been permanently expelled from another school or public or Academy requests admission to this Academy, the Academy Board shall, in making its decision rely upon the recommendation of the Head of School.
- f. The Academy Board may, subject to Michigan law:
 - a. Set aside the expulsion and reinstate the student with or without any limiting conditions;

- b. Reduce the expulsion to a suspension or expulsion of 180 days or less with any conditions the Academy Board deems advisable under the circumstances;
- c. Affirm the expulsion.

The Academy Board shall make its decision no later than the next regular Academy Board meeting following the Academy Board Reinstatement Committee's submission of its recommendations. The Academy Board's decision shall be final and is not subject to appeal.

Prohibited Acts of Student Conduct

The list below sets forth the prohibited acts of conduct by students enrolled in the Academy. This list is not exhaustive and illustrates some of the prohibited conduct. Students may be disciplined for other conduct not listed herein which is inappropriate, unprofessional, or violates federal, state or local laws, rules or regulations. The Academy reserves the right to discipline a student to, and including, suspension, expulsion, or permanent expulsion based upon the severity of the student's conduct.

Offenses Involving Physical Altercations Between Students

Physical altercations between students may involve different levels of severity. The Code of Student Conduct recognizes three such levels: "inappropriate physical behavior," "fighting," which is more serious; and the most serious "physical assault." Ordinarily a fight will not rise to the level of a physical assault, although an act that causes or incites a fight may constitute a physical assault if it is sufficiently serious, i.e., unprovoked, unanticipated, or unusually violent. Physical altercations that are not serious enough to be classified as a physical assault will generally be classified as "fighting" or "inappropriate physical behavior."

- **Inappropriate Physical Behavior:** A student shall not engage in roughhousing, shoving, hitting, slapping, and other inappropriate physical behavior that does not rise to the level of "fighting" or "physical assault."

Consequence: Administrative alternatives through suspension.

- **Fighting:** A student shall not engage in hostile physical contact with another individual or inciting or prompting others to fight.

Consequence: Suspension through expulsion.

- **Physical Assault:** A student shall not intentionally cause or attempt to cause physical harm to another through force or violence.

Consequence: Suspension through expulsion.

Rule	Consequence
<p>Physical Assault at School Against Another Pupil: If a pupil enrolled in grade 6 or above commits a physical assault at school against another pupil and the physical assault is reported to the Academy Board, Head of School, or Building Principal, the Academy shall suspend the or expel the student for up to 180 school days. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence.”</p>	<ul style="list-style-type: none"> • Suspension through expulsion
<p>Physical Assault by Pupil Against Employee, Volunteer, or Contractor: If a pupil in grade 6 or above commits a physical assault at school against a person employed by or engaged as a volunteer or contractor and is reported to the Academy Board, Head of School or Building Principal by the victim or another person, the Academy shall suspend or expel the student. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence.”</p>	<ul style="list-style-type: none"> • Suspension through expulsion

<p>Verbal Assault by Pupil Against Employee, Volunteer, or Contractor: If a pupil in grade 6 or above commits a verbal assault, at school against a person employed by or engaged as a volunteer or contractor and is reported to the Academy Board, Head of School or Building Principal by the victim or another person, the Academy shall suspend or expel the student. "Verbal assault" means verbal conduct that places or is likely to place a student, staff or others in fear of imminent injury to person or property."</p>	<ul style="list-style-type: none"> • Suspension through expulsion
<p>Verbal or Written Assault: A student shall not engage in conduct, either verbally or in writing, that places or is likely to place a student, staff, or others in fear of imminent injury to person or property.</p>	<ul style="list-style-type: none"> • Administrative alternatives through expulsion
<p>Hazing: A student shall not engage in the hazing of another student, regardless of whether the person being hazed, his parent or guardian, has given actual or implied consent to the hazing. "Hazing" is defined as performing any act or coercing another, including the victim, to perform an act of initiation into any class, group or organization that causes or creates a risk of causing mental, emotional or physical harm.</p>	<ul style="list-style-type: none"> • Suspension through permanent expulsion
<p>Threats/Intimidation: A student shall not take any action that is designed to coerce, threaten or intimidate a student or staff member, including, without limitation, a person who is participating in an investigation or proceedings conducted under the Student Code of Conduct.</p>	<ul style="list-style-type: none"> • Suspension through permanent expulsion
<p>Coercion/Extortion/Blackmail: A student shall not commit or attempt to commit extortion, coercion, or blackmail. A student shall not obtain, or attempt to obtain, money or other items of value from an unwilling person, nor shall a student by threats and/or violence, force another person to perform an act unwillingly.</p>	<ul style="list-style-type: none"> • Suspension through expulsion
<p>Inappropriate Sexual Activity: A student shall not engage in sexual activity, whether consensual or non-consensual, which is not appropriate for students, but which does not rise to the level of criminal sexual conduct.</p>	<ul style="list-style-type: none"> • Suspension through expulsion

<p>Criminal Sexual Conduct:</p> <p>A. A student shall not engage in conduct which violates Michigan's Criminal Sexual Conduct law (MCL 750.520b, c, d, e, f, g).</p> <p>B. Regardless of location, a student shall not engage in conduct which violates Michigan's Criminal Conduct law (MCL 750.520b, c, d, e, g) with another student enrolled in Michigan Virtual Charter Academy.</p> <p>(NOTE: Under Michigan law, the Academy may suspend or expel a student who commits criminal sexual conduct with another Academy student. The Academy shall suspend or expel a student who is convicted, by plea or adjudication, of criminal sexual conduct with another Academy student.)</p>	<ul style="list-style-type: none"> • Expulsion through permanent expulsion • Expulsion through permanent expulsion
<p>Discriminatory Harassment: A student shall not intentionally engage in harassment relating to a person's sex, sexual orientation, gender identity or expression race, hairstyles and textures associated with race, color, national origin, religion, height, weight, pregnancy, marital status, military or veteran's status, genetic information, disability, or other protected class. Under Academy Board Policy, "harassment" means any threatening, insulting, dehumanizing gesture, use of technology (including social media), or written, verbal or physical conduct directed against a student or a group of students or a school employee that:</p> <ul style="list-style-type: none"> • Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property. • Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or • Has the effect of substantially disrupting the orderly operation of a school. 	<ul style="list-style-type: none"> • Administrative alternatives through Expulsion

<p>Sexual Harassment: A student shall not intentionally engage in sexual harassment of another person. Under Academy Board Policy, and Michigan state law “sexual harassment” that is not covered by Title IX, consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, when</p> <ul style="list-style-type: none"> A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual’s employment, or a status in a class, educational program, or activity, or B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individuals; or C. Such conduct has the purpose or effect of interfering with individual’s work or educational performance; of creating an intimidating, hostile or offensive working and/or learning environment; or interfering with one’s ability to participate in or benefit from a class or an educational program or activity. 	<ul style="list-style-type: none"> • Administrative alternatives through expulsion
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<p>Bullying: A student shall not engage in conduct that violates the Academy's anti-bullying policy. Under Academy Board Policy, "bullying" means any written, verbal or physical act, or any electronic communication, including, but not limited to, cyberbullying (via social media or otherwise), that is intended or that a reasonable person would know is likely to harm one (1) or more Academy students, either directly or indirectly, by doing any of the following:</p> <ul style="list-style-type: none"> A. Substantially interfering with educational opportunities, benefits or programs; B. Adversely affecting a student's ability to participate in or benefit from educational programs or activities by placing a student in reasonable fear of physical harm or by causing substantial emotional distress; C. Having an actual and substantial detrimental effect on a student's physical or mental health; or D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school. 	<ul style="list-style-type: none"> • Suspension through permanent expulsion
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Infractions Endangering Other Students and/or Staff

Rule	Consequence
<p>Bomb Threats or Other Threats of Mass Harm: A student shall not threaten to set off a bomb or other explosive or dangerous device, or otherwise threaten the school in general by threatening to bring a weapon(s) to school in order to harm multiple students or staff members.</p>	<ul style="list-style-type: none"> • Suspension through permanent expulsion
<p>Arson: A student shall not burn, or attempt to burn, a school building, structure, or property; or intentionally set, or attempt to set a fire on school property; or cause or attempt to cause, an explosion on school property, or engage in conduct that violates Michigan's arson statutes.</p>	<ul style="list-style-type: none"> • Suspension through permanent expulsion

<p>Theft: A student shall not steal, or attempt to steal, or knowingly be in the unauthorized possession of, school property, or the property of another person.</p>	<ul style="list-style-type: none"> • Administrative alternatives through expulsion
<p>Gang Activity: A student will not, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process. Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order and/or interfere with the Academy's education mission and educational program. Gang activity includes, but is not limited to:</p> <ul style="list-style-type: none"> - Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang. - Using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member of a gang, or otherwise symbolizes support of a gang. - Gathering of two or more persons for purposes of engaging in activities or discussions promoting 	<ul style="list-style-type: none"> • Suspension through permanent expulsion
<p>Fireworks/Explosives/Dangerous Substances: A student shall not possess, attempt to possess, handle or transmit any fireworks or substance that can explode, or is capable of inflicting bodily injury or cause physical discomfort to another person.</p>	<ul style="list-style-type: none"> • Suspension through permanent expulsion
<p>Weapons: Firearms: A student shall not possess a firearm. A firearm is any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any weapon; any firearm muffler or silencer; or any destructive device, but not including an antique firearm.</p>	<ul style="list-style-type: none"> • Mandatory permanent expulsion, pursuant to state law.

Weapons: Other Dangerous Weapons: A student shall not possess, attempt to possess, handle, use or transmit a dagger, dirk, stiletto, knife with a blade 3" or more in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles.	<ul style="list-style-type: none"> • Suspension through permanent expulsion
Weapons: Look-Alikes: A student shall not possess, attempt to possess, handle, use or transmit a toy weapon or look-alike or replica weapon without the prior approval of a teacher or administrator.	<ul style="list-style-type: none"> • Administrative alternatives through expulsion
Weapons: Other Weapons: A student shall not possess, attempt to possess, handle, use or transmit any other weapons or instrument used as a weapon, including, but not limited to, a martial arts weapon; an air gun; a knife with a blade less than 3" in length; or any instrument or item that inherently, or by its use in a particular case, inflicts or may inflict injury or endangers personal health or safety.	<ul style="list-style-type: none"> • Suspension through permanent expulsion

Infractions Endangering Violators or Others

Rule	Consequence
Smoking: A student shall not smoke, chew, or otherwise use or have in their possession or under their control tobacco in any form, or any device or paraphernalia of any kind that may be used for smoking. A student shall not smoke or otherwise use or possess e-cigarettes and/or vaporizers ("vaping").	<ul style="list-style-type: none"> • Administrative alternatives through suspension
Alcohol: A student shall not use, consume, possess, attempt to possess, deliver, sell or share, or be under any degree of influence of alcoholic beverages.	<ul style="list-style-type: none"> • Suspension through expulsion

<p>Drugs: A student shall not use, consume, possess, attempt to possess, deliver, sell or share, or be under any degree of influence of drugs whose use is prohibited by state or federal law. A student shall not willfully misuse prescribed or over-the-counter medications in a way that results or could result in intoxicating or dangerous effects. A student shall not possess drug paraphernalia (any equipment, product, accessory, or material that is utilized or modified for making, using, or concealing prohibited drugs).</p>	<ul style="list-style-type: none"> • Suspension through permanent expulsion
<p>Inhalants & other Chemical Substances: A student shall not manufacture, use, consume, possess, attempt to possess, deliver, or be under any degree of inhalants or intoxicating chemical substances of any kind.</p>	<ul style="list-style-type: none"> • Suspension through permanent expulsion

Educational or Other Dishonesty:

Rule	Consequence
<p>Cheating: A Student shall not engage in academic cheating, including, but not limited to, the giving or receiving or unauthorized aid or assistance or the giving or receiving of unfair advantage in any form of academic work.</p>	<ul style="list-style-type: none"> • Administrative alternatives through expulsion. Academic consequences may also be imposed, such as a failing or reduced grade on a test or assignment
<p>Plagiarism: A student shall not present or use the language, structure, idea and/or thought of another as the student's own.</p>	<ul style="list-style-type: none"> • Administrative alternatives through expulsion. Academic consequences may also be imposed, such as a failing or reduced grade on a test or assignment
<p>Forgery: A student shall not use the property, including the handwritten or electronic signature, of another without the other's permission.</p>	<ul style="list-style-type: none"> • Administrative alternatives through expulsion. Academic consequences may also be imposed, such as a failing or reduced grade on a test or assignment
<p>Copyrighted Material: A student shall not knowingly or unlawfully duplicate, reproduce, retain or use material protected by copyright or trademark.</p>	<ul style="list-style-type: none"> • Administrative alternatives through suspension

Falsification of Records: A student shall not falsify information on Academy forms or records or cause them to be altered.	<ul style="list-style-type: none"> • Administrative alternatives through expulsion
False Identification: A student shall not use another person's identification or give false identification to any school official with intent to deceive school personnel or to falsely obtain money or property.	<ul style="list-style-type: none"> • Administrative alternatives through expulsion
Fraud or Misrepresentation: A student shall not deceive another or cause another to be deceived by false or misleading information or to obtain anything of value or for any other reason.	<ul style="list-style-type: none"> • Administrative alternatives through expulsion

Infractions Disruptive to the Educational Environment

Rule	Consequence
Concerted Disruptive Activity: A student shall not engage in any concerted activity designed or reasonably likely to disrupt the educational environment or the operations of a school or the Academy, such as a strike, a refusal to attend class or to leave a classroom or a school when directed, or disruption of a class or a school by noise, passive resistance or other disturbance, nor shall a student influence or urge other students to engage in such behavior	<ul style="list-style-type: none"> • Administrative alternatives through expulsion
Negligent Destruction of Property: A student shall not through negligence or carelessness, by not intentionally, act in such a way as to damage the property of others, including the Academy.	<ul style="list-style-type: none"> • Administrative alternatives, including restitution
Intentional or Reckless Destruction of Property/Vandalism: A student shall not intentionally or recklessly act in such a way as to damage the property of others, including the Academy.	<ul style="list-style-type: none"> • Suspension through permanent expulsion

False Alarm: A student shall not knowingly cause a fire alarm, or make a false fire, bomb, or catastrophe report, or tamper with fire or other alarm or emergency equipment in a way that causes or is likely to cause a false alarm or causes or is likely to cause the equipment to be unable to transmit an alarm	<ul style="list-style-type: none"> • Administrative alternatives through suspension
Compliance with Directive: A student shall not fail or refuse to carry out a reasonable request by Academy staff/administration; engage in insolence or defiance toward Academy staff/administration; fail to complete an assigned disciplinary action; or fail to leave school property, a school-related vehicle, or a school-sponsored activity when directed to do so by Academy	<ul style="list-style-type: none"> • Administrative alternatives through suspension
Profanity/Vulgarity: A student shall not use profane or vulgar language or engage in profane or vulgar conduct.	<ul style="list-style-type: none"> • Administrative alternatives through suspension
Trespassing: A student shall not be in a school on-line classroom or school educational platform at times other than for legitimate educational purposes or school activities or events, or at times when the student is under suspension, expulsion or other assigned exclusion from the Academy	<ul style="list-style-type: none"> • Administrative alternatives through permanent expulsion
Unauthorized Use of Academy Equipment: A student shall not use Academy property, such as computers equipment, printers, laboratory equipment or supplies without authorization or in a dangerous or illegal fashion.	<ul style="list-style-type: none"> • Administrative alternatives through suspension
Violation of Technology Acceptable Use Policy: A student shall not violate the Academy's Technology Acceptable Use Policy.	<ul style="list-style-type: none"> • Administrative alternatives through suspension
Indecency: A student shall not engage in conduct that is contrary to commonly recognized standards of decency and behavior, such as obscenity, indecent exposure, or the use of language in verbal or written form, in pictures, or in caricatures or gestures that are offensive to the general standards of propriety.	<ul style="list-style-type: none"> • Administrative alternatives through permanent expulsion

Public Displays of Affection: A student shall not engage in inappropriate or public displays of affection with others.	<ul style="list-style-type: none"> • Administrative alternatives through suspension
Electronic Communication or Media Devices: A student shall not possess or use an electronic device at times or in locations that are not permitted, or in ways that violate the Academy's Acceptable Use Policy	<ul style="list-style-type: none"> • Administrative alternatives through suspension
Dress Code: Students shall dress in accordance with the standards described below: <ul style="list-style-type: none"> • Pants must be worn on the waist, so no undergarments are showing; • No halter tops, strapless garments, or garments revealing midriff may be worn. Shirts/tops must be worn at all times. • No garments that reveal undergarments or are see through may be worn to a school event • No hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events No clothing with profanity, drug or offensive slogans may be worn to school events	<ul style="list-style-type: none"> • Administrative alternatives through suspension

Other Infractions

Rule	Consequence
Other School Rules: The Head of School and the Principal of each school may develop such other school rules and regulations as may be necessary or appropriate to govern the conduct of students in the Academy. A student shall not violate such rules or regulations.	<ul style="list-style-type: none"> • Administrative alternatives through permanent expulsion
Other Unacceptable Conduct or Inappropriate Behavior: A student shall not engage in other conduct that endangers, or has potential to endanger, the student, other students, staff or other persons or property, or that otherwise disrupts, or has the potential to disrupt, the educational environment of a school or the Academy	<ul style="list-style-type: none"> • Administrative alternatives through permanent expulsion

Confidentiality of Disciplinary Records

A student's record of disciplinary action is confidential. Parents or guardians may request and receive a copy of a school record of disciplinary action about their own child. Except as required by law or State mandate, or in keeping with a parent's written request, or a student's written request if age 18 or older, a student's record of disciplinary action is not released.

Reporting Certain Offenses to Local Police

In compliance with MCL §380.1308 and the Response Guide for Reportable Incidents issued as part of the Statewide School Safety Information Policy, the District is required to report certain incidents of student misconduct or other activity on school property to local police agencies within the limits of the Family Educational Rights and Privacy Act. The following must be reported:

- An active violence incident
- An incident involving a threat of violence or serious incident that could jeopardize the safety of students and staff (such as an armed student, weapons on school property, intruder, active threat, hostage incident, gang violence, etc.).
- A death or homicide.
- A physical assault in which the victim alleges injury, the victim is a member of school staff, there is injury to the victim or suspect that requires medical attention, or the suspect used a weapon during the assault.
- A drive-by shooting.
- An arson, explosive or fire incident that could jeopardize the safety of students or staff.
- A bomb threat.
- A suicide attempt.
- A threat of suicide (to the extent regarded as a genuine threat using the District's threat assessment protocol).
- A sexual assault (criminal sexual conduct) incident.
- A robbery or extortion.
- A significant (over \$100 in value) larceny, or larceny motivated by hate or gang-related.
- A trespass incident where the trespasser is asked to leave and fails to do so, where the trespasser could jeopardize the safety of students or staff.
- An unauthorized removal of a student from school.
- Drug or alcohol use or overdose.
- Drug or alcohol possession or sale.
- An incident on a school bus or at a bus stop that could jeopardize the safety of students or staff.

Building administrators have the discretion to report other types of student misconduct to local police agencies in the interests of protecting the safety of students and staff.

Police interrogation of students, if any, shall comply with Board Policy and Administrative Guideline.

Non-Discrimination

The District does not discriminate on the basis of race, hairstyles and textures associated with race, color, national origin, sex, gender orientation or expression sexual orientation, religion, height, weight, disability, pregnancy, marital status, military or veteran's status, genetic information, age, or other protected characteristics in the imposition of discipline upon MVCA students.

Discipline of Students with Disabilities

The rules governing conduct apply to all students. The Academy, however, will fully comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Michigan Mandatory Special Education Act and the Michigan Administrative Rules Special Education (MARSE) when disciplining students with disabilities.

Student Seclusion and Restraint

Emergency Use of Seclusion and Restraint

In the event that staff members need to restrain and/or seclude students, it must be done in accordance with the Academy Board's Student Seclusion and Restraint policy, and administrative guidelines which are intended to:

- Promote the care, safety, welfare and security of the Academy community and the dignity of each student;
- Encourage the use of proactive, effective, evidence and research-based strategies and best practices to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase meaningful instructional time for all students; and ensure that seclusion and restraint are used only as a last resort in an emergency situation and are subject to diligent assessment, monitoring, documentation and reporting by trained staff.

Search and Seizure Policy

To maintain order and discipline at school, school functions, and school-related activities, the Head of School, Principal and other administrators have the responsibility of safeguarding the safety and well-being of the students in the Academy. In the discharge of this responsibility, the Head of School, Principal, and other administrators may search Academy property such as computers, iPads, cell phones or other electronic equipment owned or leased by the Academy and used by students, or any other property owned or leased by the Academy, or the personal property of students, including backpacks and vehicles on Academy property or at Academy related events, in accordance with the following policy.

School Property

Academy issued computers, iPads, cell phones, or other electronic equipment owned or leased by the Academy and used by students are the property of the Academy. Students do not have an expectation of privacy in this equipment which may be subject to examination by a school official. The Head of School, Principal or other administrator may search student issued computers, iPads, cell phone or other electronic equipment owned or leased by the Academy at any time and for any reason.

Student Person and Possessions

The privacy of students or his/her belongings may not be violated by an unreasonable search and seizure. No student may be searched without reasonable suspicion or in an unreasonable manner. The extent of the search will be governed by the seriousness of the alleged infraction, the student's

age, and the student's disciplinary history. Reasonable suspicion shall not be required for the use of canines to search a student's possessions as part of a random drug sweep.

Searches may be conducted by the Head of School, Principal, other administrator, or school resource officer(s). Efforts should be made to conduct a search in the presence of the student and a staff member other than the individual conducting the search. A search prompted by the reasonable belief that health and safety are immediately threatened may be conducted with as much speed and dispatch as may be required to protect persons and property.

A search of a student's person or intimate personal apparel shall be conducted by a person of the student's gender, in the presence of another administrator or staff member of the same gender, and only in exceptional circumstances when the health or safety of the student or of others is immediately threatened. Strip searches by the Head of School, principal, other administrators, employees/staff, school resource officer(s) or any other person acting on behalf of or as a representative of the Academy, on or off school premises, are strictly prohibited.

The Head of School, administrators or designated staff members are authorized to utilize a breath-test instrument for the purpose of determining if a student has consumed an alcoholic beverage.

Confidentiality

Student files may only be accessed by third-party contracted staff who have a legitimate educational interest in the student. The encrypted information can only be decrypted by another party authorized by the Academy. A Parent/Guardian/Learning Coach and students should not share their K12 OLS username and password with any unauthorized individuals. Whenever a Parent/Guardian/Learning Coach or teacher believes the security of the OLS has been compromised, the Parent/Guardian/Learning Coach should use the tools provided in the OLS to change usernames and passwords. A Parent/Guardian/Learning Coach are advised to avoid using personal information in emails. Using the student's first initial rather than full name is preferred.

Photo Release

Students in grades 8-12 will have photos collected for State Photo identification at testing sites. No photos will be used by MVCA or K12 without the parent or guardian's consent.

Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents, legal guardians, and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. Students will become an "eligible student" upon their 18th birthday and will afford all rights to their school records at that time. When a student turns 18, the right to access records will transfer from the parent to the student. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. The parent or guardian should submit a written request to the Principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parent or guardian of the time and place that the records may be inspected. MVCA student records are maintained

at the Grand Rapids, Michigan office.

- The right to seek an amendment of the student's education record(s) that the parent or guardian believes are inaccurate, misleading, or a violation of the student's rights of privacy. The parent or guardian should submit a written request to the Principal clearly identifying the part of the record they want amended and specifying its inaccuracy. If the Academy decides not to amend the record as requested, the Academy shall notify the parent or guardian of its decision and advise the parent or guardian of their right to a hearing to challenge the content of the student's education record. Hearing procedures will be provided to the parent or guardian when a hearing is requested.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The Academy does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for:
 - Contracted third-party administrators, teachers, support staff and other school officials who have a legitimate educational interest.
 - Persons or organizations with whom the Academy has outsourced services or functions which have a legitimate educational interest in the student records (i.e. third-party contracted staff assigned to work at or on behalf of the Academy, attorneys, auditors, medical consultants, special education and related service providers, social workers, therapists, psychologists), a parent or student serving on an official school committee, an Academy Board member, or a school official in the performance of their tasks. A school official has a legitimate educational interest if the official needs to review an educational record to fulfill their professional responsibilities.
 - Officials of another school where the student seeks or intends to enroll or where the student is already enrolled as long as the disclosure is for the purposes related to the student's enrollment, and a proper records release request is received by the sending school.
 - Certain federal and state officials and educational authorities (for audit, evaluation, reporting or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state law.
 - Appropriate parties in connection with financial aid to a student.
 - Organizations conducting or administering standardized tests to school students.
 - Accrediting organizations to carry out accrediting functions.
 - Compliance with a judicial order or lawfully issued subpoena after the Academy makes a reasonable effort to notify the parent or guardian of the order or subpoena.
 - Appropriate parties in a health or safety emergency.
- FERPA permits the disclosure of "directory information" to third parties without parental/guardian consent. Directory information under FERPA is defined as information contained in an education record that would generally not be considered harmful or an invasion of privacy if disclosed. FERPA requires the Academy to provide notice of the

types of information that it has designated as directory information and to permit parents, guardians and eligible students to restrict the disclosure of the information from any or all of the designated categories.

- Notwithstanding FERPA's permissible disclosure of directory information, Michigan has enacted a more restrictive law regarding disclosure of a student's directory information under MCL 380.1136. The Academy has developed a list of uses for which it will commonly disclose a student's directory information and will provide Parents/Guardians/Learning Coaches and eligible students (students age 18 and older) with an opt-out form, within the first thirty (30) days of school, that includes the list of directory information and allow Parents/Guardians/Learning Coaches and eligible students to elect not to have the student's directory information disclosed for one or more of the listed uses. The opt-out form will be made available at other times upon request. The Academy will not include the student's directory information in any of the uses that have been opted out in the opt-out form, although the Academy may divulge personally identifiable student information that is expressly permitted to be disclosed under MCL 380.1136.
- Parents or guardians have a right to file a complaint with the United States Department of Education concerning alleged failures of the Academy to comply with the requirements of FERPA at the following address:

Family Policy Compliance Office
United States Department of
Education 400 Maryland Avenue SW
Washington D.C. 20202-5920

Education Records - Directory Information

In accordance with FERPA and Michigan law, not later than the 30th day of each school year, MVCA shall provide public notice, in writing or electronically, to students and their parents/guardians of the Academy's intent to make available, upon request, certain information known as "directory information."

MVCA's Board designates as "directory information" the following information about students:

- name
- residence address
- telephone numbers
- email address
- participation in officially recognized activities and sports
- height, if member of an athletic team
- weight, if a member of an athletic team which requires disclosure to participate
- grade level, and date of actual or expected graduation
- awards or honors received
- photographs
- videos of students participating in school activities, events or programs

The MVCA Board determines that the following information about students shall not be considered "directory information," and shall thus not be disclosed unless otherwise permitted by FERPA.

- date and place of birth
- major field of study
- dates of attendance
- most recent previous educational agency or institution
- Social Security number

The annual notice from the Head of School shall inform parents/guardians and eligible students that they may refuse to allow the Academy to disclose such "directory information" upon written or electronic notification to the Academy using the "opt out" form provided with the notice. If a parent/guardian of a student or an eligible student elects to "opt out" of the disclosure of any specific type of directory information, the Academy will elect not to disclose any directory information for that student.

The Academy shall provide a copy of the notice and "opt out" form to a parent/guardian or eligible student within the first thirty (30) days of the school year and at any other time upon request.

Michigan Virtual Charter Academy - Student Directory Information Opt-Out Form

MVCA's Board of Directors designates as "directory information" the following information about students. Parents/Legal Guardians and eligible students may refuse to allow the Academy to disclose such "directory information" upon written or electronic notification to the Academy using this form. If a parent/legal guardian or eligible student elects to opt out of the disclosure of any specific type of directory information, the Academy will elect not to disclose any directory information for said student.

Directory Information that I am opting out of:

- ☐ Name
- ☐ Residence address
- ☐ Telephone numbers
- ☐ Email address
- ☐ Participation in officially recognized activities and sports
- ☐ Height, if a member of an athletic team
- ☐ Weight, if a member of an athletic team which requires disclosure to participate
- ☐ Grade level, and date of actual or expected graduation
- ☐ Awards or honors received
- ☐ Photographs
- ☐ Videos of students participating in school activities, events or programs

Parent/Legal Guardian name: _____

Student Name: _____

Student Grade: _____ Student ID number: _____

Date: _____

Parent/Legal Guardian signature: _____
(If student is under 18)

Student signature: _____
(If student is 18 or over)

This form can be emailed to: cronda@k12.com for students in K-8th, and mstanage@k12.com for students in 9th-12th grades.

Or mail to:

Michigan Virtual Charter Academy
Attn: Registrar
5910 Tahoe Drive, SE
Grand Rapids, MI 49546

Military Recruiter Information

Under federal law, the Academy is required to comply with a request by a military recruiter or Institutions of Higher Education (IHE) for access to the name, address and telephone number of each secondary school student in the Academy unless the parent/guardian or eligible student (if the student has attained 18 years of age) has submitted a written request to the Academy to opt out of the disclosure of such information, in which case, the information may not be released by the Academy without the parent/guardian or eligible student's prior written consent.

Under the law, military recruiters have the same access to high school students as the high school generally provides to institutions of higher education or to prospective employers unless the parent/guardian or eligible student provides a written request to the Academy to not allow the disclosure of the student's information to the military recruiter and denies access to the student by the military recruiter

Michigan Virtual Charter Academy - Military Recruiter Information Opt-Out Form

Under federal law, MVCA is required to comply with a request by a military recruiter for access to the name, address and telephone number of each secondary school student in the Academy unless the parent/legal guardian or eligible student (if student has attained 18 years of age) has submitted a written request to the Academy to opt out of the disclosure of such information

If you do not want Michigan Virtual Charter Academy to disclose the student's name, address, and telephone number to military recruiters, you must opt out in writing on this form.

Name of Parent/Legal Guardian: _____

Student Name: _____

Student Grade: _____ Student ID Number: _____

Date: _____

Signature of Parent/Guardian: _____
(If student is under 18)

Student Signature: _____
(If student is 18 or over)

This form can be emailed to: mstanage@k12.com

Or mail to:

Michigan Virtual Charter Academy
Attn: HS Registrar
5910 Tahoe Drive, SE
Grand Rapids, MI 49546

Notification of Rights Under the Protection of Pupil Rights Amendment

Under the federal Pupil Privacy Rights Amendment (PPRA), parents or guardians of students have rights to:

· **Consent** before students are required to submit to a survey that concerns one or more of the following protected areas if the survey is funded in whole or in part by a program of the United States Department of Education:

1. Political affiliations or beliefs or practices of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom the student or the student's parents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine eligibility for programs or financial assistance.

· **Receive notice and an opportunity to opt a student out of :**

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required by State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

· **Inspect, upon request and before administration or use:**

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Academy has enacted a policy regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Parents are welcome to provide input into the Academy's policy regarding the PPRA. The Academy is hereby notifying parents of its PPRA policy at least annually at the start of each school year in this Parent/Student Handbook and after any substantive changes to the PPRA policy. The Academy

will also directly notify parents of students who are scheduled to participate in the specific activities or surveys noted below, through the U.S. mail or email and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. To the extent known, the Academy will notify parents at the beginning of the school year if the Academy has identified the specific or approximate dates of the activities or surveys. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. A list of the specific activities and surveys covered under the direct notification requirement under the PPRA are as follows:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by the United States Department of Education.
- Any non-emergency, invasive physical examination or screening as described above, unless exempted under Michigan state law.

Parents who believe their rights under the PPRA have been violated may file a complaint with:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Phone: 1-800-872-5327

Change of Address

In the event the student's address changes after the student's initial enrollment, please contact MVCA's registrar with the updated address and any other updated information. Please include the names of all students in your household that attend MVCA. Please include the student(s)':

- previous address and new address (Required)
- effective date of address change (Required)
- new telephone number, if applicable

In addition, a parent/guardian is required to submit one of the following Proof of Residence documents to the MVCA Office within ten (10) days of enrollment. Documents are state-mandated for all enrolled students. Failure to submit the required documents will cause your student to be out of compliance with Michigan requirements.

Proof of Residence Documents

- current utility bill (*gas, water, electric, sewage, cable and landline phone*)
- current mortgage statement
- deed, vehicle registration
- property tax bill
- current credit card bill

Please mail to:
Michigan Virtual Charter Academy
5910 Tahoe Drive, SE
Grand Rapids, MI 49546

Fax to: 616-309-1608

Scan and email to: mstanage@michva.org for K-8 students and kapalmer@michva.org for High School students.

Health and Immunization Policy

The Michigan Department of Community Health (MDCH) is reminding parents that all children entering kindergarten are required to have their hearing and vision screened prior to the start of school.

The Michigan Public Health Code (which is Act 368 of 1978, as amended) requires that a child have at least a minimum of one dose of each school required vaccine. The parent/guardian should provide MVCA with the student's official immunization record prior to the student's acceptance for enrollment. A parent/guardian must submit documentation of one of these items to the Academy's office:

- A completed, certified State of Michigan Nonmedical Immunization Waiver form, or
- A physician signed State of Michigan Medical Contraindication form, or
- A student's complete immunization record.

If a completed immunization record or a certified waiver form are not timely submitted to the Academy, the student may be excluded from Academy based on the public health code, unless the student is in a dose waiting (provisional) period. Dose waiting period means that the student still needs an immunization for school; however, it is not recommended that the student receive this dose at this time.

A parent/guardian should request their child's health records from the student's previous school prior to enrollment with MVCA. A parent/guardian who has a student registered with only the minimum doses must present an updated certificate of immunization within four (4) months after the student's enrollment with MVCA showing that the immunizations have been completed.

Immunization Waivers

Parents seeking a waiver of vaccinations for religious, philosophical, or other non-medical reasons must contact their local county health department to receive immunization waiver education and a current certified State of Michigan immunization waiver form. If the certified Non-Medical Waiver for Childhood Immunization in School Form is not submitted by the Parent/Guardian, the student shall be excluded from the Academy under the Public Health Code. These requirements apply to all students who are enrolled in Kindergarten or 7th grade and any newly-enrolled student.

If the student has a medical contraindication which prevents them from receiving immunizations, the student's physician must complete a Medical Contraindication Form.

Immunization Waiver forms that are altered in any way (such as information on the form is crossed out) cannot be accepted by MVCA.

Homeless Policy

Subtitle VII-B of The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. It was reauthorized in December 2015 by Title IX, Part A, of the Every Student Succeeds Act (ESSA).

It determines that children who meet the federal definition of "homeless" shall be provided a free and appropriate public education in the same manner as all other students at MVCA and will not be stigmatized or segregated on the basis of their status as homeless. Any student being identified as homeless should be enrolled immediately, even if they lack normally required documents, such as immunization records or proof of residence. No MVCA Board of Directors policy, administrative guideline, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or educational success of homeless children.

Homeless students will be provided services comparable to other students at MVCA including:

- transportation services
- educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary education Act or similar State and local programs, educational programs for students with disabilities, and educational programs for students with limited English proficiency
- extracurricular activities
- programs in vocational and technical education
- programs for gifted and talented students
- referrals to health, dental, mental health, housing, substance abuse, and other appropriate services.
- school nutrition programs

Homeless Liaison: Marianne Marzolla
616-309-1600 Ext:7638
mamarzolla@k12.com

A Student Who Is In Foster Care

If a child who is under probate court jurisdiction and/or is under the care and responsibility of a child welfare agency is placed in foster care, the child will be permitted to enroll in and attend the appropriate grade in the Academy selected by the department of human services or a child placing agency.

The McKinney-Vento Act no longer includes children and youths who are awaiting foster care

placement in the definition of “homeless children and youths.” For all non-“covered” States, this

change is effective on December 10, 2016. This means that after the effective date, children who are awaiting foster care placement will no longer be considered homeless and will therefore not be eligible for McKinney-Vento services unless they meet the revised definition of “homeless children and youths.”

The foster care provisions of Title I, Part A (Title I) of the ESEA emphasize the importance of collaboration and joint decision-making between child welfare agencies and educational agencies. While these provisions do not create new requirements for child welfare agencies, they mirror and enhance provisions in the Fostering Connections Act. Considered together, these laws make clear that the educational stability of children in foster care is a joint responsibility of educational and child welfare agencies, and to successfully implement these provisions, these entities will need to collaborate continuously.

Signature Page

I Understand and Agree:

By signing the Signature Page of this Handbook, the parents/guardians confirm that they understand and agree to the contents of this page. Please initial each statement. The purpose of this section is to establish expectations for Michigan Virtual Charter Academy parents/guardians. Student academic achievement and success is a primary goal of the Academy and may only be achieved if you, the Parent/Guardian/Learning Coach, are engaged in your student's education. Therefore, it is important that the Parents/Guardians/Learning Coaches of Michigan Virtual Charter Academy's student(s) understand and agree with the following curricular and attendance requirements:

- I understand that my student is enrolled in a public school with State Compulsory Attendance Requirements that I am expected to meet. Students in grades K-12 must complete 180 school days per year. MVCA is required to offer no less than 1,098 hours of instruction during the course of the school year.
- I accept the responsibility to supervise my student in using the K12 curriculum which is the basis for the educational program provided by MVCA. I understand that I am expected to be an engaged participant in my student's learning process. Any work accomplished outside of the Online School System by the student is supplemental and does not take the place of the K12 curriculum lessons.
- Michigan Virtual Charter Academy does not consider it acceptable to leave a student home alone or unsupervised all day to complete coursework.
- I understand and agree that student academic progress is an expected part of the Michigan Virtual Charter Academy Program. Teachers review progress and consider other factors including parental input, when making student advancement decisions. Grade promotion is based on progress and content mastery, not simply attendance.
- I understand and agree that I am expected to follow the guidance and support of my student's classroom teachers in implementing the Michigan Virtual Charter Academy's Educational Program with my student.
- I understand and agree that I am expected to participate in scheduled meetings/parent-teacher conferences with my student's teacher(s).
- I understand and agree that I am expected to participate and communicate with the Student Support Advisor if placed in the support program.
- I understand the (student) must submit work samples when requested by the student's teacher.
- I understand and agree that, as a public school, Michigan Virtual Charter Academy students are required to participate in both State required testing, and the Authorizer required student assessments. My child is expected to participate fully in the testing at their grade level.

- I understand and agree that it is my responsibility to secure an-Internet Service Provider, and that I will be reimbursed in accordance with MVCA Policy as described in this Handbook.
- I understand and agree that MVCA is a full-time public school academy program, and that my child may not be enrolled in any other full-time or part-time public or private school. Dual Credit/Dual Enrollment Programs are acceptable under Michigan law with Academy approval.
- I have read and understand all policies set forth in the MVCA Handbook/Student Code of Conduct.
- I have read and understand that I am responsible for all Academy provided materials and equipment and that Academy property must be kept in good condition. I understand that I am responsible for the repair or replacement of all lost, stolen, or damaged Academy property.

There are a variety of ways that MVCA Parents/Guardians/Learning Coaches can be involved at the Academy; social networking, parent orientation sessions, school activities, parent trainings; direct teacher contact via telephone, email and Newrow or Blackboard Connect sessions; Parent Advisory Council; community discussion board, and parent surveys.

We have read and understand the Michigan Virtual Charter Academy Parent and Student Handbook/ Student Code of Conduct including and the statements set forth above.

Student Signature:_____Date:_____

Student Signature:_____Date:_____

Student Signature:_____Date:_____

Student Signature:_____Date:_____

Parent Signature:_____Date:_____

**MICHIGAN VIRTUAL CHARTER ACADEMY FIELD TRIP-
PERMISSION AND AGREEMENT FORM**

STUDENT _____

Field Trip Destination _____ Date(s) _____

I hereby give permission for my son/daughter to participate in the educational field trip identified above, and further agree to the following in connection with that trip:

A. WAIVER OF LIABILITY

In consideration of my daughter/son being provided with the opportunity to participate in an officially sponsored and approved educational trip that involves traveling to and from the above destination on the above dates, I hereby waive, to the fullest extent of the law, any right or cause of action which I may have, of any kind whatsoever, arising as a result of such activity from which any liability may or could accrue to Michigan Virtual Charter Academy, its Board of Directors and individual Board members, agents and representatives, its Educational Service Provider (K12) and K12's administrators, teachers and staff, and the adult chaperones, except to the extent that any damages related to such right or a cause of action may be covered by the Academy's or K12's policies of liability insurance. I further agree to indemnify and hold harmless Michigan Virtual Charter Academy, its Board of Directors and individual Board members, agents and representatives, K12 and K12's administrators, teachers, and staff, and adult chaperones, from any and all liabilities they may incur incident to or arising from my daughter/son's involvement or participation in this trip.

B. REQUIRED BEHAVIOR

All educational trips require cooperation, responsibility, and good behavior on the part of each participant, for the good of all involved. While on an educational trip, students are required to abide by the Parent/Student Handbook and the Code of Student Conduct. Any student using alcohol, tobacco, e- cigarettes, or other drugs (except prescribed medications), or engages in vaping, will be subject to being sent home at the parent's/guardian's expense after the parent/guardian or other responsible adult has been contacted.

C. SEARCHES

In order to protect the health, safety, and/or welfare of students on school property or under the Academy's jurisdiction such as during an educational trip, a school Principal or Principal's designee may search a student's luggage, possessions, or person before the trip gets under way or at any time during the trip when deemed necessary and appropriate. Any such search shall be conducted in the presence of an adult witness.

X _____
Parent/Guardian Signature _____ Date _____

STUDENT Agreement

I agree to be bound by the behavior requirements identified in paragraph B, above. I further understand that my luggage, possessions or person are subject to search in accordance with paragraph C, above.

X

Date:

Signature
of Student

NOTE: Student participation in educational trips is voluntary. Should a student choose not to participate, other appropriate educational experiences will be planned for him/her in place of this field trip.

Planned Absence Contract

Student Name: _____ Grade: _____

Learning Coach Name: _____

Planned Absence Contract must be submitted to the school for approval at least one (1) week prior to the planned absence. A separate contract must be completed for each child.

The above-named student will be absent from schoolwork (Class Connect Session/Assignments) for the following date(s)_____.

The reason for this absence is: (please select **one** (1) of the following)

_____ Religious Holiday

_____ Medical Leave for Student

Nature of Medical absence: _____

_____ Family Trip / Vacation

Any vacations scheduled during required testing times will not be approved.

_____ Other planned absence

Please explain the nature of this planned absence:

I, the Parent/Guardian/Learning Coach, understand that the Academy may deny my request for excused absences for my student. I understand that if the planned absence is not approved, my student will not be provided extra time to make up their missing work and that the late work policies will be enforced. I understand that if the planned absences are approved, my student will have two (2) school days for every day absent to be able to make up their missing work. Example: if my student is out of school for two (2) days, they will have four (4) days to make up the missing work.

Learning Coach Signature: _____ Date: _____

Learning Coach, please forward this signed contract to the student's homeroom teacher at least one (1) week prior to the planned absence.

Homeroom Teacher Signature: _____ Date: _____

Date contract was received by homeroom teacher: _____

Absence approved by homeroom teacher: ☐ Yes or ☐ No



MICHIGAN
VIRTUAL CHARTER ACADEMY™
powered by K12

Michigan State Board of Education Approved Home Language Survey

Michigan Virtual Charter Academy, as required by Federal and State Laws, is collecting information regarding the language background of each of its students. This information will be used by the district to determine the number of children who should be provided bilingual/second language instruction according to Sections 380.1152-380.1157 of the School Code of 1995, Michigan's Bilingual Education Law. Please provide the following information. Thank you very much for your cooperation.

Name of Student: _____ **Grade:** _____ **Age:** _____

1. Is your student's native tongue a language other than English?

☐ Yes ☐ No If yes, what is that language? _____

2. Is the primary language used in your child's home or environment a language other than English?

☐ Yes ☐ No If yes, what is that language? _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Address: _____

Work Permit: Listed below are examples of a completed work permit. If you need a work permit, please contact your guidance counselor. Students must be in good standing.

**State of Michigan
Combined Offer of Employment and Work Permit/Age Certificate
CA-7 for minors 16 and 17 years of age**

Permit Number for School Use
(optional)

Employer Information:

- The employer must have a completed front and back yellow work permit form on file **before** a minor begins work.
- The employer or an employee who is 18 years of age or older must provide competent adult supervision at all times.
- The employer of the minor must comply with federal, state, and local laws and regulations including nondiscrimination against any applicant or employee because of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability.
- The employer must return the work permit to the issuing officer upon termination of the minor's employment.

Directions: Please type or print using black ink pen. ALL FIELDS MUST BE COMPLETED. Back of this form must have summary of requirements.

Section I: Each Box must be Completed by Minor Applicant and Parent/Guardian

Name of Minor:		Address:		City:	ZIP:
Age:	Date of Birth Month/Day/Year:	Last Four Digits of Social Security Number:		Contact Telephone Number for Minor:	
Name of School (present or last attended):		Address:		City:	ZIP:
Last Grade Completed: School Status (check one): <input type="checkbox"/> in school <input type="checkbox"/> home school <input type="checkbox"/> online/Cyber/Virtual school <input type="checkbox"/> not attending school					Type of Business (i.e., fast food, manufacturing):
Signature of Minor: (x)		Name of Parent/Guardian (circle one):		Parent/Guardian Telephone:	

Section II: Each Box must be Completed by the Employer - Offer of Employment

Name of Business:		Address:		City:	ZIP:
Earliest Starting Time 6:00 a.m. No earlier than 6:00 am No earlier than 6:00 am	Latest Ending Time 10:30p.m. No later than 10:30 pm (Sun-Thurs) No later than 11:30 pm (Fri-Sat)	Hours per Day: No more than 8	Number of Days per Week: No more than 6 per week	Total Hours of Employment: No more than 24 when school in session; No more than 48 when school not in session	
Applicant's Job Title:	Hourly Wage:	Name Job Duties/Tasks to be Performed by Minor:		Name Equipment/Tools to be Used by Minor:	
Will the minor be working under an hours deviation granted by the Michigan Department of Education? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, attach the Individual Application for Hours Deviation for 16 and 17 Year Old Minors along with this original yellow CA-7 and mail to: MDE/OCDE P.O. Box 30712, Lansing, Michigan 48909, for approval					
Signature of Employer: (x)		Title:		Telephone:	Date:

Section III: Each Box must be Completed by School's Issuing Officer – Must be Signed by the Issuing Officer to be Valid

This is to certify that: (1) the minor personally appeared before me, (2) this form was properly completed, (3) listed job duties are in compliance with state and federal laws and regulations, (4) listed hours are in compliance with state and federal laws and regulations, (5) this form was signed by student and employer, and I authorize the issuance of this work permit.	Evidence of Age Confirmed by (issuing officer checks one): <input type="checkbox"/> Birth Certificate <input type="checkbox"/> Certificate of Arrival in the U.S. <input type="checkbox"/> Driver's License <input type="checkbox"/> Hospital Record of Birth <input type="checkbox"/> School Record <input type="checkbox"/> Baptismal Certificate <input type="checkbox"/> Other (describe)		Number of Work Hours per Week, when School is in Session: No more than 24 hours per week Number of Work Hours while school is not in session (Summer, Spring, Xmas vacation): No more than 48 hours per week
	Name of School District: Address: City, State, ZIP: Telephone Number:		Printed Name of Issuing Officer: Signature of Issuing Officer: (x)

Form CA-7 (revised 10/18/2011) Combined Offer of Employment & Work Permit and Age Certificate **Must Print front and back on Yellow Paper.**
Instructions for completing CA-7 must be printed on back of form to be valid.
Must submit original yellow front and back CA-7 when submitting Individual Application for Hours Deviation form.

Summary of Requirements CA-7 MICHIGAN WORK PERMIT AND AGE CERTIFICATE

The Minimum Age for Employment is 14 years except that a minor 11 years of age or older may be employed as a youth athletic program referee or umpire for an age bracket younger than his/her own age or as a golf or bridge caddy; 13 years of age or older may be employed to perform services which entail setting traps for formal or informal trap, skeet and sporting clays shooting events or in some farming occupations described in section 4(3) of the Youth Employment Standards Act 90 of 1978. **Adult supervision is required, at all times.**

Who Needs a CA-7 Yellow Work Permit? A 16 or 17 year old minor attending any type of schooling (*including but not limited to home school – cyber school – online school – virtual school*) or not attending school or is an out of state resident and not specifically exempt from the Youth Employment Standards Act (P.A. 90 of 1978) sections **409.116; 409.117; 409.118; 409.119**. This completed (all sections I, II, III) yellow CA-7 work permit allows a minor to be employed, only by the employer at the location, listed in Section II; therefore, **minor shall not begin** employment in an occupation regulated by this act until the person proposing to employ the minor procures and keeps on file at the place of employment a completed original yellow CA-7 which is valid **until minor turns 18 or graduates**, as long as the minor works for the same employer.

Who Issues the Work Permit? A State of Michigan issuing officer is the chief administrator of a school district, intermediate school district, public school academy, or nonpublic school, or a person authorized by that chief administrator in writing to act on his/her behalf.

Employment of Minors: A minor under 18 years of age shall not be employed in, about, or in connection with an occupation that is hazardous or injurious to minor's health or personal well-being or which is contrary to standards established by state and federal acts, (i.e., construction, slicers, motor vehicle operation, power-driven machinery).

Instructions for Completing and Issuing:

1. The Minor obtains the yellow CA-7 from a State of Michigan Issuing Officer of the school district and completes Section I.
2. The Minor takes the yellow CA-7 to the Person/Employer proposing to employ the minor to complete Section II.
3. The Employer/Person gives the yellow CA-7 back to the minor to return to the State of Michigan Issuing Officer who verifies age of minor (using best available evidence **409.105 of Public Act 90 of 1978**) and ensures compliance with state and federal laws and regulations.
4. The State of Michigan Issuing Officer, after reviewing all information in Sections I, II and III then sign and date in Section III.
5. The State of Michigan Issuing Officer makes copy of CA-7 and place copy in minor's permanent school file and returns original to the minor.
6. The Minor gives completed original yellow CA-7 Work Permit to the Employer/Person listed in Section II **before** beginning work.

The failure or refusal to issue a work permit by the school may be appealed by the minor in accordance with Public Act 306 of 1969.

Employer's Responsibilities: The issuance of a work permit **does not authorize** employment of minors contrary to state or federal laws and regulations.

- Must have a valid (front and back) and completed original yellow CA-7 Work Permit form **before** a minor begins work.
- Shall keep the original yellow work permit form and any approved deviation with parental consent on file at the place of employment.
- Must provide competent adult supervision, at least 18 years of age or older, at all times.
- Must comply with federal, state, and local laws and regulations including nondiscrimination against any applicant or employee because of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability.
- Records required by Public Act 90 of 1978, as amended, must be maintained and made available for inspection by an authorized representative of the department.
- Must return the work permit to the issuing officer upon termination of the minor's employment.
- Must post all required work place poster at work site/work location; "Posting Requirement" may be downloaded at www.michigan.gov/mde.

Issuing Officer's Responsibilities: A copy of the CA-7 and any Michigan Department of Education deviation forms shall be filed in the minor's permanent school file. Work permits shall not be issued if the work is hazardous or injurious, information is incomplete, or if the minor's employment is in violation of state or federal laws and regulations.

Minors 16 or 17 Years of Age Work Hours:

1. No more than 6 days in one (1) week.
2. No more than a weekly average of 8 hours in one (1) day.
3. No more than 10 hours in one (1) day.
4. No more than 24 work hours in one (1) week when school **is in** session **regardless** of the number of school hours.
5. No more than 48 work hours in one (1) week when school **is not** regularly in session (Christmas, Spring or Summer vacation, etc.)
6. Not more than 5 hours continuously without a documented and uninterrupted 30 minutes or more meal or rest period.
7. Sunday - Thursday between the hours of 6:00 a.m. and 10:30 p.m.
8. Friday - Saturday between the hours of 6:00 am and 11:30 p.m., and not regularly attending school (i.e., summer vacation, etc).

Hours Deviations: At any time an employer may apply through the Office of Career and Technical Preparation for a General Hours or an Individual Application for Hours Deviation allowing the minor to work beyond the legal hours of employment allowed by the act (**409.120(2)**).

Michigan Youth Employment Standards Act (P.A. 90 of 1978): For information about the law, rules, and regulations contact the Office of Career and Technical Preparation, PO Box 30712, Lansing, MI, 48909, phone 517/373-3373, www.michigan.gov/octp and click on 'Career Preparation System', then select 'Work Based Learning Guide For Risk Management' and go to section 6.

Federal Fair Labor Standards Act: For information about federal child labor provisions contact the U.S. Department of Labor, Wage and Hour Division, at 1-866-4USWAGE or www.youthrules.dol.gov.

Revocation of Permit: A permit may be revoked by the school issuing officer if: (1) poor school attendance results in a level of school work lower than that prior to beginning employment or (2) the Michigan Department of Education/U.S. Department of Labor informs the school of an employer's violations of state or federal laws or regulations. Any minor who has a permit revoked shall be informed of the appeal process by the school.

**State of Michigan
Combined Offer of Employment and Work Permit/Age Certificate
CA-6 for minors UNDER 16 years of age**

Permit Number for School Use
(optional)

Employer Information:

- The employer must have a completed work permit form on file before a minor begins work.
- The employer must always provide competent adult supervision.
- The employer of the minor must comply with federal, state, and local laws and regulations including nondiscrimination against any applicant or employee because of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability.
- The employer must return the work permit to the issuing officer upon termination of the minor's employment.

Directions: Please type or print using an ink pen. **See back of this form for summary of requirements.**

Section I: To be Completed by Minor Applicant					
Name of Minor:		Address:		City:	ZIP:
Age:	Date of Birth Month/Day/Year:	Last Four Digits of Social Security Number:	Contact Telephone Number for Minor:	Application Submitted Electronically: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide email to return approved form:	
Name of School (present or last attended):		Address:		City:	ZIP:
Last Grade Completed: School Status (check one): <input type="checkbox"/> in school <input type="checkbox"/> home schooled <input type="checkbox"/> online/cyber/virtual <input type="checkbox"/> Not Attending				Type of Business (i.e. fast food, retail sales):	
Name of Parent/Guardian (circle one):		Parent/Guardian Telephone:		Parent/Guardian Email Address (optional):	
Section II: To be Completed by the Employer - Offer of Employment					
Name of Business:		Address:		City:	ZIP:
Earliest Starting Time a.m./p.m.:	Latest Ending Time a.m./p.m.:	Hours per Day:	Number of Days per Week: Not more than 6 days	Total Hours of Employment per Week:	
Applicant's Job Title:	Hourly Wage:	Job Duties/Tasks to be Performed by Minor:		Equipment/Tools to be Used by Minor:	
Signature of Employer: (x)		Title:		Telephone:	Date:
Section III: To be Completed by School's Issuing Officer – Must be Signed by the Issuing Officer to be Valid					
This is to certify that: (1) this form was properly completed, (2) listed job duties are compliant with state and federal laws and regulations, (3) listed hours are compliant with state and federal laws and regulations, (4) this form was signed by employer, (5) I authorize the issuance of this work permit.			Evidence of Age Confirmed by (issuing officer checks one): <input type="checkbox"/> Birth Certificate <input type="checkbox"/> Certificate of Arrival in the U.S. <input type="checkbox"/> Driver's License <input type="checkbox"/> Hospital Record of Birth <input type="checkbox"/> School Record <input type="checkbox"/> Baptismal Certificate <input type="checkbox"/> Other (describe)		Number of Hours in School Per Week When School is in Session:
Name of School District: Address: City, State, ZIP: Telephone Number:			Printed Name of Issuing Officer: Signature of Issuing Officer: (x)		Title: Issue Date:

Form CA-6 (revised 4/2021) Combined Offer of Employment & Work Permit / Age Certificate

Must be printed in Landscape format with instructions on back.

Summary of Requirements
CA-6 MICHIGAN WORK PERMIT AND AGE CERTIFICATE

Who Needs a CA-6 Work Permit? A minor who is 14 to 15 years of age who are not specifically exempted and minors 11-13 employed in certain occupations. This completed form permits a minor to be employed only by the employer and at the location listed in Section II. CA-6 Work Permits are valid until a minor turns 18 years of age or graduates as long as the minor works for the same employer. Home schooled students must be issued a work permit from an authorized issuing officer.

Who Issues the Work Permit? The issuing officer is the chief administrator of a school district, intermediate school district, public school academy, or nonpublic school, or a person authorized by that chief administrator, in writing, to act on his/her behalf. The work permit may be issued by the school the minor attends or the school district where the minor resides or will be employed.

Employment of Minors: A person under 18 years of age shall not be employed in, about, or in connection with an occupation which is hazardous or injurious to the minor's health or personal well-being or which is contrary to standards established by state and federal acts, e.g., construction, slicers, motor vehicle operation, power-driven machinery. The minimum age for employment is 14 years except that a minor 11 years of age or older may be employed as a golf or bridge caddy or youth athletic program referee and a minor 13 years of age or older may be employed in some farming occupations or as a trap-setter. Adult supervision is required.

Instructions for Completing and Issuing:

1. The Minor completes Section I of the CA-6 form.
2. The prospective Employer completes Section II.
3. The Issuing Officer verifies the age of Minor using the best available evidence and ensures compliance with state and federal laws and regulations.
4. The Work Permit is issued by the Issuing Officer signing and dating the form in Section III.
5. The Issuing Officer maintains a copy for the school file.
6. The Minor returns the completed form to the Employer **before** beginning work.

The failure or refusal to issue a work permit by the school may be appealed by the minor in accordance with Public Act. 306 of 1969.

Employer's Responsibilities:

- Must have a completed work permit form maintained at the minor's worksite **before** a minor begins work.
- Must always provide competent adult supervision.
- Must comply with federal, state, and local laws and regulations including nondiscrimination against any applicant or employee because of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability.
- Records required by Public Act 90 of 1978, as amended, must be maintained, and made available for inspection by an authorized department representative.
- Must return the work permit to the issuing officer upon termination of the minor's employment.
- Must post required workplace posters at worksite; Michigan Wage and Hour posters may be downloaded at www.michigan.gov/wagehour.

Issuing Officer's Responsibilities: A copy of the CA-6 shall be filed in the minor's permanent school file. Work permits shall not be issued if the work is hazardous, information is incomplete, or if the minor's employment is in violation of state or federal laws and regulations.

Hours of Work Covered by Federal Law (business gross annual sales exceed \$500,000 or interstate commerce):

Minors 14 and 15 years of age may work:

1. 3 hours a day while school is in session; 8 hours a day on non-school days.
2. 40 hours in a non-school week; 18 hours in a school week.
3. Not before 7:00 a.m., only after school and only until 7:00 p.m., while school is in session.
4. From 7:00 a.m. until 9:00 p.m. during school summer vacation (June 1 - Labor Day).

Hours of Work Covered by State Law: Minors under 16 years of age may work:

1. 6 days in 1 week.
2. A weekly average of 8 hours per day.
3. 10 hours in one day.
4. 48 hours in 1 week, school and work combined.
5. Not more than 5 hours continuously without a 30-minute uninterrupted meal or rest period.
6. Between 7:00 a.m. and 9:00 p.m., but not during school hours.

The stricter standard between state and federal law must be followed.

Revocation of Permit: A permit may be revoked by the school issuing officer if: (1) poor school attendance results in a level of schoolwork lower than that prior to beginning employment or (2) the Michigan Department of Labor and Economic Opportunity/U. S. Department of Labor informs the school of an employer's violations of state or federal laws or regulations. Any minor who has a permit revoked shall be informed of the appeal process by the school.

Month	Day(s)	MVCA ACADEMIC CALENDAR 2023-2024 School year
August	16-17	Staff Professional Development/Training Face-To-Face
September	5	First Day of School for Students
October	4	STUDENT COUNT DAY
	25	HALF DAY FOR STUDENTS – Staff Professional Development
November	15	HALF DAY FOR STUDENTS – Staff Professional Development
	22	HALF DAY FOR STUDENTS & STAFF – Thanksgiving Break
	23-24	NO SCHOOL FOR STUDENTS & STAFF – Thanksgiving Break
December	6	HALF DAY FOR STUDENTS – Staff Professional Development
	20-Jan 2	NO SCHOOL FOR STUDENTS & STAFF – Winter Break
January	3	SCHOOL RESUMES
	15	NO SCHOOL FOR STUDENTS & STAFF – Martin Luther King, Jr.'s birthday recognized
	22-25	1 st Semester Exams
	26	HALF DAY FOR STUDENTS – 1 ST Semester Ends
	29-31	NO SCHOOL FOR STUDENTS ONLY – Semester Break
February	1	2 nd Semester Begins
	TBD	WIDA Testing
	14	STUDENT COUNT DAY
	19	NO SCHOOL FOR STUDENTS & STAFF – Presidents' Day
	21	HALF DAY FOR STUDENTS – Staff Professional Development
March	13	HALF DAY FOR STUDENTS – Staff Professional Development
	25-29	NO SCHOOL FOR STUDENTS & STAFF – Spring Break
April	1	SCHOOL RESUMES
	9-26	State Testing Window (Please refer to the SY22-23 Family Testing Guide for grade specific dates)
May	15	HALF DAY FOR STUDENTS – Staff Professional Development
	TBD	Final Exams - Seniors
	27	NO SCHOOL FOR STUDENTS & STAFF – Memorial Day
June	TBD	High School Graduation
	10-13	Final Exams - Underclassmen
	13	LAST DAY OF SCHOOL