



MICHIGAN
VIRTUAL CHARTER ACADEMY SM

K12



PARENT - STUDENT HANDBOOK 2026-2027

#DeliveringHope

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 2026-2027 school year finds us celebrating 17 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 Stride/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,

Melissa Smith
Head of School

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MICHIGAN VIRTUAL CHARTER ACADEMY PARENT-STUDENT HANDBOOK 2026-2027

The Michigan Virtual Charter Academy Parent-Student Handbook and the policies and procedures herein have been adopted by the Michigan Virtual Charter Academy Board of Directors. The Handbook will be reviewed periodically for updates and revisions and presented to the MVCA Board of Directors for adoption.

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 Excused 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

Michigan Virtual Charter Academy is Authorized by Hazel Park School District

Michigan Virtual Charter Academy
c/o 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 strives to provide the best possible educational experience for each student. The virtual instructional program, partnership of parents, learning coaches, and teachers, clubs, family outings and gatherings, 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 and family. MVCA's Student Code of Conduct shall apply in all environments: home and community, during the school day, off-site Student Testing, and at any school function that goes beyond the regular school day.

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 such 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.

Administration and Operations Team

Head of School	Melissa Smith
Elementary (K-5) Principal	Tanya Kuipers
Elementary Instructional Supervisor	Sabrina VandenHeuvel
Middle School (6-8) Principal	Amy Packard

High School (9-12) Principal	Laura VanDuyn
High School Assistant Principal	Annie Butzu
Special Programs Senior Manager	Erin Bradley
Special Programs Manager	Bre Edmonds
Operations Manager	Josh Weld-Wallis
Federal Programs Coordinator	Sarah Chaar
Student Support Administrator	Amela Redzic
Testing Coordinator	Bridgette Weaver
Operations Support Specialist	Chuck Kuhn
Office Manager	Mike Taylor
K-8 Registrar	Erin Higgins
High School Registrar	Kalie Palmer
Special Education Registrar	Sarah Neitzel
Office Administrator	Nik Thomasma
GAD Specialist	Jon Horton
Homeless/MKV/Foster Care Liaison	Christina Bradley
English Learner Lead and Migrant Coordinator	Heather Kaczmarek

Stride/K12 Customer Support

Stride/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 Stride/K12 Customer Support phone number is 1-866-512-2273. With this number, you will be able to reach the two support departments at Stride/K12.

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

- Materials
- Navigation/Login
- Laptop Delivery
- Usernames/passwords

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

- Hardware
- Software
- Online School
- Engageli

Go to www.help.k12.com for online virtual support and frequently asked questions.

MVCA Resolution Matrix

Students/Families				
Contact Information				
Customer Care	866.512.2273	help.k12.com		
Stride/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

Missing Materials	866-512-2273 or	webform.k12.com		
For Families to Enroll	877-794-9427	Stride/K12 Virtual Schools Enrollment		
Stride/K12 Virtual Schools National Clubs		clubs@k12.com		

Learning Coach University		lcu@k12.com		
Internet Options		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	Email/Call Homeroom Teacher and absent@michva.org	
My courses will not load.	866-512-2273	Customer Support	
I can't enter Class Connect sessions.	866-512-2273	Tech support	

I missed one Class Connect session.	616-309-1600	Email Course Teacher	Provide documentation to absence line for excused absence if applicable
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I missed a whole day of Class Connect sessions.	616-309-1600 Ext: 1600 absent@michva.org	Email teachers	Provide documentation to absence line 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	

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 Canvas.	616-309-1600	Course Teacher	Contact teacher for guidance/support
I don't have Microsoft Word/PowerPoint.	616-309-1600 866-512-2273	Customer Support	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	Contact High School Counselor	Briefly explain issue
I changed my address.	<u>FAX</u> 616-309-1608	<u>ehiggins@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	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 regarding Section 504.	616-309-1600 x 3131	504 Coordinator Tara Elfakir	Provide contact information
I have a question about my child's English learner status, support, and/or testing.	616-309-1600 x 2623	English Learner Lead & Migrant Coordinator Heather Kaczmarek hkaczmarek@michva.org	Provide contact information and briefly explain issue.
I have a question or concern relating to my child's IEP	616-309-1600	Special Programs Case Manager	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.	866-512-2273	Learning Coaches can update student attendance in the parent portal	Contact customer service for instructions
Internet Reimbursements	616-309-1600 x 1608	Office Administrator Or email ispmvca@michva.org	

Schoolwide Policies and Procedures

Objectionable Course Content

Curriculum and Instruction

MVCA provides a standards-based educational program aligned with the Michigan Academic Standards and the requirements of the Michigan Department of Education. Our curriculum is designed to support critical thinking, communication, collaboration, problem-solving, and other skills that prepare students for college, careers, and lifelong learning.

Instructional materials are selected to support state standards and educational goals. Families with concerns regarding specific instructional content should contact their child's teacher to discuss the concern and any available alternatives. Alternative assignments or materials are subject to approval at the discretion of the teacher and/or Head of School.

MVCA Student Guide to Academic Integrity

[Click here for the full Student Plagiarism and Academic Integrity policy.](#)

[Click here for the full Student Generative Artificial Intelligence Use Policy.](#)

MVCA is committed to academic integrity and expects all students to complete their own work. Academic dishonesty, including plagiarism, cheating, and unauthorized use of artificial intelligence (AI), undermines learning and may result in academic and disciplinary consequences.

Students are responsible for understanding and following teacher expectations, school policies, and assignment requirements. Additional information can be found in the Academic Integrity Policy and the Generative AI Use Policy.

What Is Academic Dishonesty?

Academic dishonesty includes any attempt to gain academic credit through dishonest means.

Examples include:

- Copying another person's work or allowing someone else to copy yours.
- Using information, ideas, images, or media without proper citation or acknowledgment.
- Paraphrasing another source without giving credit.
- Using unauthorized resources during assignments, quizzes, tests, or assessments.
- Submitting work created by another person, website, or technology tool as your own.
- Any other act intended to misrepresent a student's knowledge, effort, or achievement.

Artificial Intelligence (AI)

AI tools can support learning when used appropriately and with teacher permission. Students may only use AI tools in accordance with teacher directions and the MVCA Generative AI Use Policy.

Teachers may identify assignments using the following levels:

- **AI-0:** No AI use allowed.
- **AI-1:** Limited AI use is allowed, such as brainstorming or organizing ideas.
- **AI-2:** AI may be used to improve student-created work.

When AI use is permitted, students must disclose and cite its use as directed by the teacher. Students remain responsible for the accuracy, originality, and quality of all work submitted. AI-generated content may not be submitted as a student's own work.

Consequences for Academic Dishonesty

Violations of academic integrity are addressed through a progressive discipline process.

Consequences may include:

- Parent/Guardian/Learning Coach notification.
- Required academic integrity education or interventions.
- Revision or resubmission of assignments when permitted.
- Loss of credit or a zero on an assignment or assessment.
- Academic probation.
- Administrative conferences.
- Suspension or other disciplinary action for repeated or serious violations.

Repeated violations generally result in more significant consequences.

Teachers and administrators may use plagiarism-detection and other review tools when evaluating student work. Suspected violations are reviewed by school staff before consequences are assigned.

Academic Probation

Academic Probation is a minimum four-week period during which a student's academic progress is closely monitored. Students may be required to participate in teacher meetings, tutoring, live-proctored assessments, or other support measures. Students on academic probation may be restricted from participating in school-sponsored clubs and activities. Failure to meet probation requirements may extend the probation period or result in additional consequences.

Academic Support

MVCA encourages students to seek help before submitting work if they are unsure about citation practices, collaboration expectations, research methods, or the appropriate use of AI. Teachers and school staff are available to support students in developing strong academic habits and maintaining academic integrity.

Wireless Communication Devices and Personal Electronic Devices

[Click here for the full Wireless Communication Device Policy.](#)

To support student learning and minimize distractions, students are expected to use their school-issued laptop/computer during instructional time and to access and participate in the educational curriculum. Students may not use personal cell phones or other wireless communication devices during instructional time while on school grounds, at testing locations, or during other school-based instructional activities unless an approved exception applies. Devices should be silenced and stored out of sight during instructional time.

Exceptions may be permitted for documented medical needs, accommodations included in a student's IEP or Section 504 Plan, teacher-authorized instructional activities, Academy-issued devices, or emergency situations.

Students are expected to use personal electronic devices responsibly and in accordance with the Student Code of Conduct. The use of devices to cheat, record others without permission, engage in bullying or harassment, violate privacy, or disrupt the educational environment is prohibited and may result in disciplinary action.

MVCA is not responsible for lost, stolen, or damaged personal electronic devices.

MVCA School Safety Plan

Behavioral Threat Assessment and Management (BTAM)

MVCA uses a Behavioral Threat Assessment and Management (BTAM) process to help maintain a safe and supportive learning environment. When concerns are reported about a student's behavior, safety, or well-being, a trained school team reviews the situation, gathers information, and determines appropriate support and intervention. The goal is to identify concerns early, assess potential risk, connect students and families with resources, and promote student success while maintaining school safety. Reports are reviewed promptly, respectfully, and confidentially.

Optional School Gatherings and Events

MVCA offers optional school-sponsored gatherings and events throughout the year that give students and families opportunities to connect, build relationships, and engage with the school community. Participation is voluntary. Parents/Guardians/Learning Coaches are responsible for transportation and for supervising students at all times during events.

Students are expected to follow all school conduct expectations while attending school-sponsored events, including expectations related to safety, respect, bullying, harassment, and appropriate behavior. School staff may address behavior that disrupts the event or impacts the safety of participants.

Personal Electronic Devices at School Gatherings or Events

Students may possess and use personal electronic devices, including cell phones, at optional school-sponsored events held off school grounds. Devices must be used responsibly and respectfully and may not interfere with activities, violate the privacy of others, or be used for bullying, harassment, or other inappropriate conduct. MVCA is not responsible for lost, stolen, or damaged personal devices.

Professional interpreter services or disability-related accommodations may be requested in advance of a school event by contacting MVCA staff.

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. During enrollment, students are requested to sign a Medical/Allergy Indication Form. All completed medical/allergy forms are given to site organizers at off-site events, such as state testing. MVCA staff have been CPR and First Aid trained to help maintain student safety at off-site events.

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 Michigan certified teacher and curriculum provided by Stride/K12. Each elementary student must have a designated Learning Coach to oversee daily schoolwork and attendance. Learning Coaches play a vital role in collaborating with teachers to ensure students meet Michigan grade level expectations. Active Learning Coach participation and engagement directly drives student academic achievement.

Learning Coach and Student Expectations

Student Expectations	Learning Coach Expectations
• Completes each daily lesson as it appears on dashboard • Stays current with daily online and offline assignments • Completes 6.5 hours each school day (combination of asynchronous learning, supplemental programs, and live sessions). • Attends and participates appropriately in all assigned and required Class Connects • Submits ClassKick assignments 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); is in person at testing locations throughout the state of Michigan; IXL and STAR testing are online and	• 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. • Supports student completion of coursework, MindPlay, Freckle, ClassKick assignments, and school assessments, • Ensures students complete 6.5 hours of school each day and attendance is logged correctly. • Ensures student attends and participates appropriately in all assigned and required Class Connects. • Ensure your student is completing assignments and making academic progress in all subjects. • Supports intervention attendance for students identified for additional academic support • Attends all parent –teacher conferences as scheduled.

monitored by MVCA teachers • Follows expectations as set forth in the Parent/Student Handbook. • Complete daily assignments in all subjects.	• 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); is in person at testing locations throughout the state of Michigan, IXL, and STAR testing are online and monitored by MVCA teachers Follows all testing expectations and procedures established by the school Provides appropriate testing conditions without coaching or assisting students during assessments • Follows expectations as set forth in the Parent/Student Handbook.
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Internet Access

Students, parents/guardians and Learning Coaches are responsible to make arrangements for reliable internet access and power. Students who are unable to log into school or who have a power outage must have an alternative plan to do their schoolwork. If the student does not have a back-up plan, the Parent/Guardian/Learning Coach must call the MVCA Attendance Hotline. MVCA will work with the family to find a reasonable alternative Internet option. Depending on the circumstances, lack of internet access may count as an unexcused absence. Please review the attendance policy within this Handbook for additional details.

Elementary Academic Progress and Grading Policy

Through Canvas, MVCA students work through lessons each day as they appear on their dashboard. In addition to the required daily course lessons, students are expected to attend required live Class Connects sessions. Teachers utilize the platform Classkick for student work. These assignments are required and are part of student grades in the gradebook. Student academic success is measured through two components: performance in online coursework and demonstrated mastery of grade-level standards through Standards-Based Grading.

Progress Mastery

Students working in Canvas courses are expected to remain on schedule with the lessons in the Online School. The schedule is on the student's dashboard. These dates are managed by the teachers and are to be completed by the deadline. Students are required to complete all assigned lessons on their dashboard. Late start students will not be required to complete lessons from before their start date, however these lessons will remain available with an adjusted assignment list.

Standards Based Grading

Standards Based Grading involves measuring a child's proficiency on the grade level standards. 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:

- Assessments
- Required Work Samples and Classkick assignments
- Required District Assessments

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.

Live Synchronous Instruction (Class Connect)

Students should:

- Review the Class Connect schedule each day on their Canvas dashboard
- 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
- Understand that the whiteboard, chat, and microphone privileges will be assigned at the discretion of the teacher. Teachers can remove privileges at their discretion
- Students are encouraged to use microphones and webcams during Class Connect sessions to foster collaboration in the classroom. Students and those in view of the camera must have appropriate school clothing on, including a shirt, when on webcam
- Chat and any communication during instruction should remain focused on the content of the lesson
- Always be respectful and courteous toward others
- Participate and actively engage in the session

Individual teachers may have expectations that are specific to their classrooms. Class Connect uses Engageli software. Class Connect sessions are designed for our 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.*

Live Session Policy for Learning Coaches:

- Learning Coaches may sit near their students during live sessions for observation purposes only
- Learning Coaches must refrain from coaching or assisting their students during live sessions to help them become independent learners and critical thinkers
- Live sessions are strictly for student instruction. Learning Coaches may not use class time to discuss topics outside of the current class content, and all topics must be in line with what the students should be doing.
- Teachers have the right to refuse direct communication with Learning Coaches during live instructional time.
- Learning Coaches with questions or concerns must contact the teacher via email after the live session has concluded.

Late Work Policy

Assignment and assessment due dates will be communicated to students through the course plan as well as in live 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 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 their assignments and in the gradebook for opportunities to demonstrate additional mastery of standards.

Grade Reporting and Conferences

Learning Coaches will have real time access to their child's grades via the gradebook in their course dashboard. The gradebook reflects course assignments, quizzes, and Classkick assignments.

Families will receive official report cards 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-hour notice so a new time may be scheduled. Failure to provide notice takes valuable time away from teachers to serve and support other students.

Parent-Teacher Conference Rescheduling Policy

- Teachers will reschedule a missed or canceled conference one time
- If a parent requests a second rescheduling or misses the rescheduled appointment, the teacher will refer the matter to the academic administrator

Professional interpreter services or disability accommodations may be requested for students/parents/guardians/learning coaches or other individuals attending the conference by contacting your student's teacher, counselor, administrator or special programs team.

Course Advancement

Academic achievement through content and standard mastery is the cornerstone of MVCA and the Stride/K12 curriculum. The Stride/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.

Third Grade Reading Requirements

In accordance with Michigan law, MVCA is required to provide screening and progress monitoring to students in grades Kindergarten through third grade. These assessments help to identify and monitor students who need intensive reading instruction and intervention. An initial assessment will be given to all children in August 5, if

applicable)/Kindergarten through third grade within thirty (30) days of the first day of school. An Individualized Reading Improvement Plan (IRIP) will be written for learners who have been identified as having a reading concern through these assessments. Students who qualify for an IRIP will receive it within thirty (30) calendar days of the student showing a deficit.

The IRIP provides parents with reading scores and interpretation of these scores. Reading intervention services will be provided by either the homeroom teacher or an interventionist and is called “WIN” groups (What I Need). A “Read at Home” plan will be developed in collaboration between the teacher, reading specialist and parent. The Academy must document any dissenting opinions to the IRIP.

As required by state law, for a grade 3 pupil who has a reading deficiency based on grade 3 state English language arts assessment, the Academy will provide through grade 4 a reading intervention program that is intended to correct the student’s specific reading deficiency. MVCA uses DIBELS to identify students with a deficiency in reading.

For a student who has a reading deficiency at the end of grade 4, the Academy shall provide intensive reading intervention beyond grade 4 until the student no longer has a reading deficiency. The elementary will begin IRIPs for fourth and fifth graders beginning with the 2026-2027 school year. The IRIP also contains a “Read at Home” Plan with recommendations to follow to help students reach grade level reading proficiency.

Beginning, with the 2027-2028 school year, all students in grades K-12 who exhibit a reading deficiency will receive an IRIP.

Grade Level Promotion and Retention

Throughout the school year, Michigan grade level standards will be measured for all MVCA students in grades K through 5. Meeting these standards and expectations is imperative for success in the following grade. Students who show expected progress and demonstrate grade level skills will be promoted at the end of the school year. Conversely, students may be considered for grade level retention if they do not make adequate course progress, fail to engage in classes, or do not master grade level standards.

Intervention and Promotion Exceptions:

- Students currently performing below grade level may still be promoted if they are demonstrating an accelerated rate of improvement through targeted interventions.
- In these cases, intervention services will continue into the following school year to sustain that growth.

Retention Timeline and Process:

- **March 26, 2027:** Learning Coaches will be notified of possible retention in writing.
- **Before June 11, 2027:** A parent teacher conference will be held for all stakeholders to review student data and determine placement.
- **Next Steps:** If a student is retained, an action plan will be developed to assist them in achieving success the following year.

Please note that MVCA will make the final decision regarding student placement.

Required MVCA Testing

Michigan's State School Aid Act 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, 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 with accurate data to plan and instruct each child appropriately.

	DIBELS	STAR360	MSTEP	WIDA
Grades Assessed	K-5	K-5	3-5	K-12
How often?	3 times per year	3 times per year	Spring	February & March
Virtual or Face-to- Face	Virtual	Virtual	Face-to-Face	Face-to-Face

Required STAR360 Testing

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

- Fall Testing Dates: September 2026
- Winter Testing Dates: December 2026
- Spring Testing Dates: May 2027

Specific testing dates will be communicated 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 Engageli 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. All English learners are required to participate in WIDA ACCESS 2.0 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 2026-2027 M-STEP (Michigan Student Test of Educational Progress) or MI-Access (as deemed appropriate) ELA and Math subject tests.

-All English learners enrolled in K-12 are required to participate in the 2026-2027 WIDA ACCESS 2.0 assessment.

-EL students must be accessible for any required assessments to determine EL status during their first 30 days of school.

Anticipated 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.

WIDA ACCESS 2.0: February to March 2027

3rd Grade MSTEP: April 7, 2027

4th Grade MSTEP: April 7, 2027

5th Grade MSTEP: April 7-8, 2027

School Supplies

MVCA provides the curriculum needed to participate in school but sometimes there are additional items suggested for activities. Be sure to use the Advanced Planning feature 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.

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 Assistant Principal (svandenheuvel@michva.org)
- Step 3: If the concern is not resolved with the Assistant Principal, Parent/Guardian/Learning Coaches should then contact the Elementary Principal (tkuipers@michva.org)
- Step 4: If the concern is still not resolved with the Elementary Principal, Parent/Guardian/Learning Coach should then contact the Head of School (msmith@michva.org)

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, MDE-approved course sequence. This innovative experience takes place from home for our students, as they receive instruction from Michigan 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) meets grade level expectations as set by the Michigan Department of Education. Research has shown that students who are provided with consistent support, encouragement, and accountability perform at a higher level of sustained success.

Summary of Middle School Model

The MVCA Middle School utilizes a program called Canvas as our Learning Management System (LMS) to deliver online courses.

The MVCA Middle School landing page features:

- Dashboard: A customizable overview of all courses and recent course activity
- Account Page: log out, change account settings, and view global announcements
- Calendar: daily live Class Connect schedule, recordings from past classes, assignment due dates and daily assignments for all courses (students must ensure all course calendars are selected on the calendar page at all times)
- Courses: links to all online courses a student is currently enrolled in, course grades, and assignment feedback
- Inbox: View messages from and send messages to instructors

Each Middle School course home page includes:

- Home: the class front page with helpful links and information
- Modules: organized groups of assignments and tasks
- Class Gradebook: shows student progress toward mastery on grade-level content standards, graded assignments, and success skills
- Class Announcements
- Other features that may vary by course

Canvas provides students with an engaging daily experience. The tools listed above help students stay focused within 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 Canvas calendar. 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, Engageli live 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. *Note: Some students may be eligible for enrollment in our FLEXible Learning Program. Enrollment in this partially asynchronous program makes most live sessions optional if student requirements and expectations are met.*

Course activities may include:

- live sessions in the online classroom
- third party websites such as ClassKick, NewsELA, IXL, or Padlet, 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 standards, 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.

Parent/Guardian/Learning Coaches 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 for doing each of the following:

- Update your student's teacher and school with current working phone numbers and email addresses in a timely manner
- Ensure that your child follows the Wireless Communication Device policy by using the school-issued laptop/computer for all instructional purposes, unless an exception applies as set forth in the policy
- 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 that your student is attending all required live instructional sessions in Engageli
- Ensure your student is completing assignments and making academic progress in all subjects.
- 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 your student is completing all required assignments daily and submitting them to teachers on time
- Monitor grades, feedback, and messages daily in ClassKick and Canvas
- Communicate with MVCA teachers when a concern or need presents itself
- Communicate with the assigned Student Support Advisor if/when supported by the 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, parents/guardians and Learning Coaches are responsible to make arrangements for reliable internet access and power. Students who are unable to log into school or who have a power outage must have an alternative plan to do their schoolwork. If the student does not have a back-up plan, the Parent/Guardian/Learning Coach must call the MVCA Attendance Hotline. MVCA will work with the family to find a reasonable alternative Internet option. Depending on the circumstances, lack of internet access may 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 live sessions. This helps build relationships between students, as well as with their teachers. Students and those in view of the camera must be dressed appropriately, in accordance with the school dress code, including always wearing a shirt. 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 live sessions. Active engagement helps 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

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

Students must:

- Review their live schedule each day on the Canvas calendar
- Have all equipment, including their microphone, in proper working order
- Log in individually, through their student account, to attend all required sessions
- Arrive promptly at the scheduled time for live 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 and microphones during live sessions)
- Have school-appropriate clothing on, including a shirt, when on camera
- Always be respectful and courteous toward others

(Individual teachers may have additional expectations that are specific to their classrooms.) Live, synchronous sessions use Engagi Software.

Lessons are student-centered; only students should be using the microphones and chat 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. The 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 may 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:

- Canvas and Other Assessments
- Work Samples
- Exit Tickets from live sessions
- 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 Canvas calendar as well as in live sessions. Students should check the Canvas calendar 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 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 their

assignments 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.
- All students are expected to complete the semester post-test unless the student has demonstrated full mastery of each standard prior to exam day.

Advanced Math and Language Arts Courses

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

- STAR360 percentile and growth goals
- Prior year passing rates/grades
- Live instructional sessions attendance and participation

8th-grade students taking High School courses will be eligible to earn high school credit. High School courses will be taught by highly qualified High School 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 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 Canvas. 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 throughout the year 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 or Spanish. Spanish is a year-round elective. Therefore, if Spanish is chosen in place of art, it will add an additional elective to the student's schedule for one semester. Physical

education is a year-round elective.

Course Advancement

Academic achievement through content and standards mastery is the cornerstone of MVCA and the Stride/K12 curriculum. The Stride/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 who 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.

Parents/Guardians/Learning coaches will be notified of their student's possible retention in writing by March 26, 2027. A parent-teacher conference will be held prior to June 4, 2027, 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 various assessments throughout the school year. These assessments provide teachers 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)
- Interim Assessments for core courses (Fall, Winter, and Spring Online)

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 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 2026
- Winter Testing Dates: December 2026
- Spring Testing Dates: May 2027

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 must take the WIDA K-12.

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. A parent/guardian will be required to sign a third party transportation permission form and must accompany the student being transported.

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

- WIDA ACCESS 2.0: February to March 2027
- 6th Grade MSTEP: April 6, 2027
- 7th Grade MSTEP: April 6, 2027

- 8th Grade MSTEP: April 7, 2027
- 8th Grade PSAT: April 7, 2027

School Supplies and Equipment

MVCA provides middle school students with a laptop, materials, books, hard copies of texts not available online and other curricular supplies. Please use the school-provided laptop to access and engage in the educational program and instruction, and all school-related functions. Please also have pencils, notebooks, and any other materials you find useful available during school hours.

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 the Special Programs Senior Manager.

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 (eroberts@michva.org).
- 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 (apackard@michva.org).
- Step 4: If the concern is not resolved with the Middle School Principal, Learning Coaches should then contact the Head of School (msmith@michva.org).

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 include teacher and/or 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
- 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 on 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 has two components: 1) synchronous which includes live sessions (Class Connects) and 2) asynchronous which includes the online course work in the online school platform, Canvas. Students are expected to log into their online courses each school day to complete their assigned course work. Students should also actively participate in their live sessions (Class Connects) that include whole class instruction, small group instruction, one-on-one sessions, homeroom, and grade-level assemblies.

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.

Note: Some students may be eligible for enrollment in our FLEXible Learning Program. Enrollment in this performance-based program makes most live sessions optional.

Parent/Guardian/Learning Coach Responsibilities

Parents/Guardians and/or Learning Coaches 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 for doing each of the following:

- LC must have working telephone number and email address
- Ensure your child attends and participates in all state and district required testing, i.e., PSAT, WIDA K-12 (for English Language Learners), SAT, ACT Workkeys, MSTEP, and three times a year STAR360 testing.
- Ensure your student is attending all live class sessions including whole group, small group, personalized instruction, homeroom, and grade-level assemblies
- Ensure your student is completing assignments and making academic progress in all subjects.
- Ensure that your child follows the Wireless Communication Device policy by using the school-issued laptop/computer for all instructional purposes, unless an exception applies as set forth in the policy
- 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/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 Policy

Students may encounter various challenges—such as excessive absences, difficulty keeping pace with class, personal hardships, or learning disabilities—that can cause them to fall behind and fail a course, resulting in credit deficiencies. These deficiencies can prevent graduation, but Credit Recovery offers an opportunity for students to earn the credits needed to meet graduation requirements.

Eligibility for Credit Recovery

Academic counselors will identify 3rd- and 4th-year students at MVCA who have failed a core course. To be eligible for Credit Recovery, students must have earned a final grade between 40% and 59% in the failed course. Students who meet these criteria will be enrolled in the appropriate Credit Recovery course, space permitting.

- *Priority Enrollment:* Priority is given to 3rd- and 4th-year students. However, 1st- and 2nd-year students may be considered under extenuating circumstances.
- *Course Duration:* First-semester (A) courses will run for the first 8 weeks, while second-semester (B) courses will run for the second 8 weeks. *Note:* Economics and Government will be semester-long courses.

Course Structure and Expectations

Credit Recovery courses are designed to help students meet Michigan Merit Curriculum requirements. Teachers will focus on essential standards and may use an initial diagnostic test to assess students' understanding. Based on these results, the teacher will provide a personalized pace for students to master the necessary objectives.

- *Pacing:* Students will complete assignments over the course of 8 weeks to demonstrate mastery. (Economics and Government are exceptions, running for an entire semester.)

Test-Out Option

Students who feel confident in their knowledge may attempt to test out of the Credit Recovery course by taking the final exam. To do so, students must email their Credit Recovery teacher within the first 2 weeks of the course. If a student scores 77% or higher on the exam, they will receive a "Pass" (P) for the course and will not need to complete further coursework.

- If a student scores below 77% or does not attempt the test-out option, they will be required to complete all unit assessments to demonstrate mastery of course material.

Coursework and Attendance Expectations

Students must:

- Complete all coursework on time.
- Attend all live class sessions.
- Progress through the course at a self-paced rate, though consistent daily work and progress are essential for success.

To earn credit (P) for the course, students must achieve a final course score of 60% or higher.

Course Retake Policy

Students who receive a failing grade in a traditional high school course may have the opportunity to retake the course. If a student successfully retakes and passes the course, the original failing grade will be replaced with a "No Credit" designation on their transcript. This ensures that the failing grade will not impact the student's GPA.

The school counselor will update the transcript accordingly to reflect the change.

Please note that the retaken course grade will be included in the GPA calculation, and students are encouraged to work with their counselor to ensure proper transcript adjustments are made.

High School Transcript Revision Policy

Purpose:

This policy provides guidelines for the circumstances under which a high school transcript may be revised and outlines the procedures for making such revisions. The primary objective is to ensure that academic records remain accurate, complete, and up-to-date for all students.

Circumstances for Revision:

A student's high school transcript may be revised in the following situations:

1. **Grade Changes:** A transcript may be revised when an error in grading is identified, including clerical mistakes or corrections made by a teacher, which result in a change to the final grade.
2. **Transfer Students:** Transcripts may be amended if discrepancies or missing information are found upon reviewing academic records from a previous school.

Revision Request Process:

To request a revision of a transcript, the following steps must be followed:

1. **Initiating a Request:** The request for revision may be made by the student, parent/guardian, teacher, counselor, or school administrator.
2. **Submitting Supporting Documentation:** The revision request must be accompanied by relevant supporting documentation, such as grade reports, teacher notes, official school communications, or policies from previous institutions.
3. **Review and Approval:** The request will be thoroughly reviewed by the school counselor and the school administrator to verify the need for revision.
4. **Notification of Decision:** The student and their parent/guardian will be notified of the decision regarding the revision request within a reasonable timeframe, typically within 10 business days.
5. **Transcript Adjustment:** If the revision request is approved, the transcript will be updated accordingly, and the revised version will be issued and reflected in the school's official records system by the counselor.

Internet Access

Students, parents/guardians and Learning Coaches are responsible to make arrangements for reliable internet access and power. Students who are unable to log into school or who have a power outage must have an alternative plan to do their schoolwork. If the student does not have a back-up plan, the Parent/Guardian/Learning Coach must call the MVCA Attendance Hotline. MVCA will work with the family to find a reasonable alternative Internet option. Depending on the circumstances, lack of internet access may 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 Special Programs Senior Manager (eb Bradley@michva.org) or Special Programs Supervisor (bedmonds@michva.org).

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, midterms, checkpoints, quizzes, tests, and exams. Unit tests, midterms, semester exams, final exams, pre-tests, and post-tests will use software that locks students into their tests, thus limiting their access to external sources until the assessment is completed.
- 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 homepage
 - have all equipment, including a 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
 - always be respectful and courteous toward others
 - participate and actively engage in the session

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

Class Connect uses Engageli 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 appropriate school clothing, in accordance with the Academy Dress Code, while on their webcam, including a shirt, at all times.

For both students and teachers to maintain their focus during live classes:

- Only students (not learning coaches) are allowed to log into live Class Connect Sessions.
- Students must log in using their student account (never their learning coach's account or another student's account).
- No one other than the student is allowed to use the student's microphone.
- To minimize potential distractions, if a student is on camera, then no other individuals should be seen in the student's background.
- While learning coaches may watch and listen to their student's live sessions, they should not be seen on camera and are not allowed to use their student's microphone (nor should anyone else in the household be on camera or using the microphone, other than the student) at any time during a live Class Connect session.

- If a Learning Coach wishes to discuss content or anything that occurred during a live session, then they need to reach out to the teacher after class (through email or phone).

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 quizzes, unit assessments, tests, pretests, post-tests, and exams. Computer graded assignments other than quizzes will use software that locks students into their assessments, thus limiting their access to external sources until the assessment is completed.
- Computer-graded assignments, tests, and quizzes have a due date and time determined by the teacher. The due date 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 teacher discretion, computer graded assignments will close at the midterm and at the semester or sooner.
- At their discretion, teachers may set any of these computer-graded items as timed.
- **Rework / Redo for computer-graded work:** Retakes will be at the *discretion* of the teacher and may require additional preparation from the student as determined by the teacher. Check with the teacher first.

Note: *teachers are willing to work with students for documented excused absences.*

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.
- 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. At teacher discretion, teacher-graded assignments will close at the midterm and at the end of the semester or sooner.

- Teacher feedback may not be provided for overdue assignments.

Note: *teachers are willing to work with students for documented excused absences.*

- **Rework / Redo for teacher-graded work:** Retakes will be at the *discretion* of the teacher and may require additional preparation from the student as determined by the teacher. Check with the teacher first.

Semester Exams

- Both the computer-graded and teacher-graded portions of the semester exam are due by 11:59 pm EST at the end of the exam window.
- 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 may have time limits once open. These time limits are at teacher discretion.
- 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 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 circumstances*

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. The counselor will process the request, obtain the test, and arrange for the student to take the test.

Test-outs are proctored in a live session / Class Connect. Students are required to have their webcam and mic on during the entire session. They are also required to share their entire computer screen with the teacher.

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.
-

School Supplies and Equipment

MVCA provides high school students with a laptop. Additionally, MVCA provides hard copies of texts not available online, as well as items such as art supplies. 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 compulsory Michigan 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. [Click here to access the work permit for 16 & 17-year-olds](#) and [click here to access the work permit for students under 16](#).

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. All English learners are required to participate in WIDA ACCESS 2.0 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. High School state testing dates are typically the second week of April, and makeup given after that. English learners will take the WIDA ACCESS 2.0 in February or March.

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 English Language Learners enrolled in grades 9-12 are required to participate in the 2025-2026 WIDA ACCESS 2.0.

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 teachers. These tests are taken online at home.

STAR 360 tests are proctored in a live session. Students are required to have their webcam and mic on during the entire session. They are also required to share their entire computer screen with the teacher.

PSAT9 and 10 are district required assessments. These are completed at various in-person testing locations around the state in the spring. WIDA testing for our EL students is also required in-person at various testing locations around the state.

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 post-secondary institutions.

All students are required to meet the Michigan Virtual Charter Academy graduation requirements.

Students may be eligible for a personal curriculum to support them in meeting the graduation requirements set by the Michigan Merit Curriculum. 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)	• 1 credit in 9th, 10th, 11th, and 12th grades • All credits aligned to state approved standards
Mathematics (4 credits)	• 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)
• 1 Biology/Life Science credit • 1 Physical Science credit • 1 Earth Science credit
Social Studies (3 credits)
• 1 US History credit • 1 World History credit • 0.5 Government credit • 0.5 Economics credit
Physical Education/Health (1 credit)
• 0.5 Physical Education credit • 0.5 Health credit
Visual, Performing, and Applied Arts (1 credit)
• Course credit aligned to state guidelines
World Language (2 credits)
• 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)
• 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.

Certificate of Completion

For students who are unable to meet the requirements of the Michigan Merit Curriculum, the Academy may award, at its discretion, a certificate of completion to eligible students. A certificate of completion is not a regular high school diploma and, as such, may not be accepted by colleges and universities or vocational or technical schools for admission.

Personal Curriculum

All students are entitled to a personal curriculum under Michigan's Revised School Code (MCL 380.1278b). A personal curriculum is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the Michigan Merit Curriculum (MMC) requirements and students who need to individualize learning requirements to meet the MMC requirements. If a personal curriculum is requested, the Academy will grant that request. Additional information regarding a Personal Curriculum is available on the Michigan Department of Education [website](#).

A Personal Curriculum that modifies some of the Michigan Merit Curriculum 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 staff member 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 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 Curriculum standard.

The Personal Curriculum must 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 becomes effective, the Personal Curriculum must be agreed to by the student's parent or legal guardian and the Head of School/Executive Director 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 implementation.

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 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 can 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 drop a course or a student who fails a course must 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 at the Academy. The Head of School/Executive Director 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) to establish eligibility for postsecondary enrollment. Students will be eligible to receive appropriate credit for completing any of these courses provided they meet all the requirements for the type of credit they wish to earn.

The following criteria have 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 courses as scheduled and provide their own transportation.
- Coordinate next steps with the High School Principal or Counselor.
- 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.
 - MVCA course must be taken first.

Please ensure that the credit earned by the class chosen is transferable to the desired post-secondary 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 related services will be offered an Individualized Education Program (IEP) with consent. Parent/Guardian has the right to revoke 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. A copy of the Procedural Safeguards is also provided to parents upon the initial referral or parent request for an evaluation; upon receipt of the first due process complaint in a school year; upon receipt of the first state complaint in a school year; on the date the MVCA initiates a disciplinary removal that results in a change in placement; and upon request from the parent.

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, genito-urinary, 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, absent an eligibility terminating event, 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 require 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.

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 that requires special education 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. This will initiate the process outlined within the Michigan Administrative Rules for Special Education (“MARSE”). Although a parent/guardian may make a request to school staff for an evaluation of their child, staff cannot rely upon a parent/guardian to exercise MVCA’s child find obligation.

Before an evaluation may take place, the parent/guardian must consent in writing.

A Multidisciplinary Evaluation Team (MET) will convene to discuss current data and determine if evaluation is necessary.

- If you have any questions regarding MVCA’s special education services, or you believe that your child should be evaluated for special education eligibility, please contact the Child Find Coordinator
- Procedural Safeguards links:
 - English: [Procedural Safeguards Protecting Families Rights \(English\)](#)
 - Arabic: [Procedural Safeguards Protecting Families Rights \(Arabic\)](#)
 - Spanish: [Michigan Family Rights- At a Glance \(Spanish\)](#)

Child Find Coordinator: Phylcia Furlow pfurlow@michva.org

Special Education Related Services

Related services under Special Education provide eligible students with additional supports needed to access the curriculum. These services include but are not limited to School Social Work, Physical Therapy, Occupational Therapy, and Speech Therapy, Hearing and Vision services.

- If you are unsure of who your therapist is or have lost how to contact 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
- Related services are contracted with outside agencies and are able to email students michva accounts with the LC automatically being cc’d. Related service

sessions will not show up on the student's class schedule and will take place on platforms other than Engageli.

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 with 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) 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. Transition Coordinator, Ramona Cotton, rcotton@michva.org

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

What is Section 504?

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that prohibits discrimination on the basis of disability in programs and activities that receive federal financial assistance, including public schools. It is designed to ensure that students with disabilities have equal access to educational programs, services, and activities.

Section 504 provides that: No otherwise qualified individual with a disability in the United States shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance

The protections of Section 504 apply only to individuals who meet the regulatory definition of a person with a disability. Not all students with a medical diagnosis or impairment will qualify for a Section 504 Plan. Eligibility is determined on an individualized basis through a Section 504 evaluation and team review process.

Section 504 Coordinator

In accordance with 34 CFR § 104.7(a), MVCA has designated a Section 504 Coordinator to oversee compliance with Section 504 requirements.

The Section 504 Coordinator is responsible for coordinating the district's compliance efforts, including oversight of identification, evaluation procedures, eligibility determinations, and implementation of Section 504 Plans, as well as ensuring that procedural safeguards are provided to parents/guardians and eligible students.

Questions or concerns regarding Section 504, including referrals, evaluations, eligibility, or accommodations, should be directed to:

Section 504 Coordinator: Tara Elfakir
Email: telfakir@michva.org
Phone: 616-309-1600 Ext. 3131

Section 504 Child Find and Referral Process

MVCA maintains an ongoing Section 504 Child Find process to identify, locate, and evaluate students who may be eligible under Section 504.

Referrals for Section 504 evaluation may be initiated by parents/guardians, school personnel, or outside agencies. All referrals are reviewed through the district's Section 504 Child Find process.

Upon receipt of a referral or concern, the Section 504 Coordinator facilitates the Section 504 Child Find process.

Prior written consent from a parent/guardian or eligible adult student (18 years or older) is required prior to an initial evaluation.

All Section 504 Child Find concerns and referrals should be directed to the Section 504 Coordinator listed above.

Eligibility Determination

Eligibility under Section 504 is determined by a Section 504 Team following an individualized evaluation process that uses a variety of relevant data sources.

A student is eligible under Section 504 if the student has a physical or mental impairment that substantially limits one or more major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, concentrating, communicating, and working. Major bodily functions are also included under this definition.

Eligibility determinations are made on a case-by-case basis. A medical diagnosis alone does not automatically establish eligibility for a Section 504 Plan. Likewise, academic performance alone does not determine eligibility.

An impairment that is episodic or in remission is considered a disability if it would substantially limit a major life activity when active.

Section 504 eligibility is reviewed periodically in accordance with federal requirements and prior to any significant change in placement. Eligibility may be reviewed more frequently if determined necessary by the Section 504 Team.

Free Appropriate Public Education (FAPE)

MVCA provides a free appropriate public education (FAPE) to each student who is eligible to receive a Section 504 Plan under Section 504.

FAPE under Section 504 means the provision of general education or special education and related services that are designed to meet the individual educational needs of handicapped persons as adequately as the needs of nonhandicapped persons are met.

Section 504 Plans

If a student is determined to be eligible under Section 504, the Section 504 Team determines whether the student requires accommodations, supports, or services to receive a free appropriate public education (FAPE) and ensure equal access to educational programs, services, and activities.

If accommodations, supports, or services are determined to be necessary, a Section 504 Plan is developed to document the individualized accommodations required to provide FAPE and ensure access to the general education curriculum and school environment in the least restrictive environment appropriate to the student's needs.

Section 504 Plans are reviewed periodically and may be revised as needed by the Section 504 Team to ensure the student continues to receive appropriate accommodations, supports, and access to a free appropriate public education (FAPE).

Procedural Safeguards

Parents/guardians of eligible students and students who are 18 years of age or older are provided with procedural safeguards under Section 504. These safeguards explain rights related to identification, evaluation, placement, access to educational records, and dispute resolution.

Procedural safeguards are provided at the time of initial evaluation, placement, and at other times as required under Section 504.

Questions regarding Section 504 rights or procedural safeguards may be directed to the Section 504 Coordinator listed above.

English Language Learners

Parents of limited English proficient (LEP) students have a right to information pertaining to their children who are identified as English language learners (ELL).

Notices are to be sent to parents of students in Title I, Part A, or Title III-funded ELL programs. Notices are to be sent annually, and not later than 30 days after the start of the year for students identified as English language learners (ELL) before the start of the year. For students identified as ELL, notices must be sent within two weeks after a student is identified as ELL and placed in an ELL program. Notices must inform parents of: the reasons for identification of their child as an ELL; their level of English proficiency; instruction methods; how the program will assist their child; exit requirements and other information.

For students with disabilities who are identified as ELL, the notice will provide an explanation of how the program will meet the objectives of the IEP.

Please contact the ELL Coordinator: Heather Kaczmarek 616-309-1600 Ext: 2623, hkaczmarek@michva.org, or Special Programs Manager or Special Programs Supervisor. for any questions regarding the Academy's ELL program

Application Process

During the application process, all families answer Home Language Survey questions about the family's home language to determine if 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 aged 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

Using the SnackPack report and answers to enrollment questions, the English learner lead will reach out to the family to understand the current language needs of the student and family. If the student has been previously identified as an English learner, the student's records will be requested. If the student has not been previously identified, but they need to be screened, a screener appointment will be scheduled.

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 ensure communication is sent provided in a language other than English, please inform the English learner lead.

ELL Coordinator: Heather Kaczmarek 616-309-1600 Ext: 2623, hkaczmarek@michva.org, or Special Programs Manager or Special Programs Supervisor.

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 foster student success through our 'Five Es' framework: **Engaging** our students and their families, **Encouraging** academic growth, **Empowering** students to reach their potential, **Equipping** them with essential tools, and establishing clear **Expectations** for excellence.

Multi-Tier System of the Student Support Team

The MVCA Student Support Program provides tiered academic, emotional, and engagement support for K-12 families. By utilizing varying levels of intensity, the program fosters accountability and heightens student involvement. Participation is **required** for all students referred to and approved by a Grade-band or Student Support Administrator.

Tier II- Referral and Eligibility for Student Support

Students may be referred for additional support by a Grade-band or Student Support Administrator Lead based on a review of their engagement and progress data. Once a student is **officially** assigned to the Student Support Team, family participation is **required**. This support includes the development of a **Student Back On Track (BOT)** plan, a formal strategy designed to address engagement barriers and ensure the student returns to successful standing.

Student Back on Track (BOT) Plan: A strategic intervention tool designed to facilitate incremental success and steady re-engagement. This personalized plan allows families to rebuild academic momentum at a sustainable pace while meeting school expectations.

Goals

The Student Back On Track (BOT) plan is focused on the following key objectives:

- **Improve Academic Progress:** Support students in overcoming hurdles with course completion and overall academic performance.
- **Enhance Active Participation:** Ensure regular attendance and meaningful involvement in live, teacher-led **Class Connect** sessions.
- **Strengthen Collaborative Success:** Unite all stakeholders—including teachers, students, and families—to create a unified support system for student engagement.
- **Provide Clear Guidelines:** Establish structured pathways for re-engagement and tailored instructions to ensure academic success.
- **Deliver Holistic Support:** Connect families with additional resources and support services as needed to address unique barriers to learning.

Process

A mandatory **Back on Track (BOT)** meeting will be scheduled with the student/Learning Coach. This meeting is held via **Engageli** and will appear directly on the student's daily calendar.

Non-compliance with Required BOT (Back on Track Plan) may result in a student withdrawal from Michigan Virtual Charter Academy (MVCA).

Tier III- Structured Support and Accountability

The **MVCA Structured Support and Accountability** process remains in effect until the student demonstrates sustained consistency in meeting the goals outlined in their **Back on Track (BOT)** plan

Tier II-Continued Progress

The student has demonstrated required level of engagement and independence based on SSTeam Engagement Protocol and is placed in Tier I.

Tier I-General Questions

At **Tier I**, families no longer require intensive intervention from the Student Support Team. Instead, they transition to our universal **School-Wide Support** system, which remains available to all students and families. This comprehensive network includes, but is not limited to, teachers, counselors, interventionists, and the general Student Support Team resources

Multi-Tiered Systems of Support

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 61

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 having trouble 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 Student Clubs

To enhance the educational experience at MVCA, we offer a variety of student clubs designed to foster socialization, community building, and service opportunities. All clubs are officially sponsored by MVCA staff members, and new clubs may be added throughout the year as student interests evolve.

Please note that any materials or supplies required for club participation (beyond the standard provided curriculum) are the responsibility of the family. Neither Stride nor MVCA provides funding or supplies for student club activities.

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 Stride/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.

Students Enrolling Close to State Testing Window

Students approved to start school with MVCA within 30 days or during the state testing window will be required and automatically assigned to take the face-to-face state tests at an assigned facility. Testing begins the second week of April and closes near the end of May.

Students will be assigned testing based on the grade level paperwork submitted at the time of enrollment. If paperwork is not properly submitted, students will be placed at the appropriate grade level by school counselors based on information received.

For all students, once their enrollment date is approved, they will be assigned to testing, even before their official school start date. If a student takes their state assessments at their previous school during the testing window, they will need to show evidence of taking the assessments to be exempt.

Third Party Transportation

Uber, Lyft, Taxi or Other Rideshare Services

Students must be accompanied by a parent or guardian when using third party transportation services. All students using third party transportation services for State Testing or other Academy related events are expected to abide by all school rules while representing MVCA. Any issues will be reported to Administration, with applicable consequences. Each student and parent or guardian or

Learning Coach will be required to complete an authorization form for third party transportation services.

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, do 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, color, national origin, age, sex, sexual orientation, gender identity or expression, pregnancy, or pregnancy related condition, sexual harassment, marital or family status, military or veteran status, disability, genetic information, height, weight, religion, scholastic ability, or other legally protected categories under federal, state and/or local laws, rules and regulations.

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/Student Acceptable Use Policy

[Click here to access the full Student Acceptable Use Policy.](#)

MVCA provides students with devices, accounts, online platforms, internet access, communication tools and other technology resources to support teaching, learning and school related events. The Student Acceptable Use Policy sets forth the expectations for responsible, safe, respectful, and lawful uses of these resources by students. Use of Academy technology is a privilege, not a right, and students are expected to follow this policy whenever they use Academy technology, virtually as part of the Educational Program, at Academy-related events or elsewhere. Students should not expect their use of Academy technology to be private. MVCA and its service providers may access, review and monitor 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 material at any time, with or without notice. E-mail, documents, video, photographs 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, a student laptop or 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. MVCA's laptops, 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 order upon withdrawal from MVCA. 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.

Copyrighted Materials

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.

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 users' 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 activities that are 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, personal injury, 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.

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.

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. 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, sex, sexual orientation, gender identity or expression, pregnancy, pregnancy related condition, religion, national origin, color, height, weight, age, marital or family status, disability, military or veteran's status, genetic information, or any other legally protected category under federal, state, and/or local laws, rules and regulations. Students must be residents 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.

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

If the parent/guardian has a participation card issued by the department of the attorney general under the address confidentiality program act, the parent/guardian may request the Academy use the designated address as the address of record. To the extent that the parent/guardian has chosen to provide the confidential address where the parent/student reside, it is for internal purposes only. Stride/K12 shall use the designated address for all communications and external disclosures.

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

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. 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.

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 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 individuals other than teachers, school-to-work programs, and statewide student performance assessments. Student attendance will be captured by the following:

- Student system-captured lesson activity
- Parent/Guardian/Learning Coach logged attendance based on:
 - Student assigned offline work
 - Student attendance in a Class Connect Live Session

Attendance Responsibilities

- Students must log into every course, every schoolday, and complete the assigned work.
- 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 Stride/K12. You can also check the Stride/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 auto dialer 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 auto dialer notifying you that the outage is over.

Engageli Outages

If Engageli (class connect) is experiencing a service disruption, or if the session is canceled by the 70

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 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 will create a recording, which will be sent out to the class as quickly as possible.

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, Third 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 lesson 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 Third-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 the course materials for all 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:

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

Stride/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.

- Falsely reported attendance will be addressed by Student Attendance Specialist and administration.

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

Students, parents/guardians and Learning Coaches are responsible to make arrangements for reliable internet access and power. Students who are unable to log into school or who have a power outage must have an alternative plan to do their schoolwork. If the student does not have a back-up plan, the Parent/Guardian/Learning Coach must call the MVCA Attendance Hotline. MVCA will work with the family to find a reasonable alternative Internet option. Depending on the circumstances, lack of internet access may count as an unexcused absence. Please review the attendance policy within this Handbook for additional details.

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 for contacting the homeroom teacher(s) and grade band principal(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 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

If 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 inform/ask MVCA staff member about Parent Requested Withdrawal procedure
2. The parent or guardian must complete the MVCA Parent/Guardian Withdrawal Request Form. - bit.ly/MVCAParentWD
3. Student Attendance Specialist 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, Student Attendance Specialist will complete the Teacher Withdrawal Form. 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, Stride/K12 will email shipping labels to the Parent/Guardian to return MVCA's materials and equipment. To expedite shipping labels, please call Stride/K12 Customer Support (866)-512- 2273.

4. 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.

5. 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.
6. MVCA may initiate student withdrawal based on lack of student engagement or attendance.

Request of Student Records Fax: (616) 222-1928

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.

I. Non-Discrimination and Equal Opportunity

[Click here for the full Academy board non-discrimination and equal opportunity policy.](#)

The Academy is committed to maintaining a learning environment in which all individuals are treated with dignity and respect, free from discrimination and harassment, including sexual harassment. The Academy prohibits discrimination on the basis of race, color, national origin, ancestry, sex, sexual orientation, gender identity or gender expression, pregnancy, childbirth, or related medical condition, disability, age, religion, height, weight, marital or family status, military or veteran's status, genetic information, or any other legally protected characteristic in its programs and activities, including employment by third party contractors/vendors. The Academy shall not retaliate against a person who reports or opposes improper discrimination or harassment.

The Academy shall fully comply with all applicable federal and state civil rights statutes. Discrimination, retaliation, and harassment are prohibited whether occurring in the educational program, in the virtual school, on Academy property, in an Academy vehicle or at any Academy-related activity or event.

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"), Learning Management System ("LMS"), 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, or

Academy-related event, activity or function.

A student who believes he or she has been or is the victim of discrimination or harassment, including Title IX and non-Title IX discrimination and/or harassment should immediately report the situation to a teacher, counselor, social worker, the elementary, middle or high school principal or assistant principal, or the Head of School/Executive Director. A staff member who observes, has knowledge of, or learns that a student has been or is the victim of discrimination or harassment shall immediately report the situation to the elementary, middle or high school principal or assistant principal or the Head of School/Executive Director. Complaints against a principal should be filed with the Head of School/Executive Director. Complaints against the Head of School/Executive Director should be filed with the Academy Board President.

Complaints of Discrimination

Any person who believes that s/he has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which shall be referred to as a grievance, with one of the Academy's Civil Rights Coordinators.

The Civil Rights Coordinators are responsible for coordinating the Academy's compliance with applicable federal, state, and local laws, rules and regulations, and for investigating complaints of discrimination, non-sexual discrimination or harassment.

Civil Rights Coordinators

The Head of School/Executive Director designates the following individuals to serve as Civil Rights Coordinators for the Academy:

Jan Collier

Student Resource Coordinator (SRC)

jcollier@k12.com

616-309-1600

5910 Tahoe Drive S.E.

Grand Rapids, Michigan 49546

Dave Krause

Student Resource Coordinator (SRC)

dkrause@k12.com

616-309-1600

5910 Tahoe Drive S.E.

Grand Rapids, Michigan 49546

The person who believes s/he has a valid basis for a grievance may discuss the grievance informally, with one of the Academy's Civil Rights Coordinators, or initiate formal procedures in accordance with the grievance procedure set forth in the Academy Board Policy which may be found in MVCA's anti-harassment policy. [Click here to access the anti-harassment policy.](#) The Civil Rights Coordinator will formally investigate the written grievance (complaint) and notify the complainant in writing of his/her decision. The grievance procedure contains an appeal procedure.

The Civil Rights Coordinator will provide a copy of the Academy's grievance procedure to any person who files a complaint and will investigate all complaints of discrimination in accordance with this procedure.

If the grievance is not satisfactorily resolved, further appeal may be made to the Director, Office of Civil Rights, Department of Education, Washington DC 20201.

II. Anti-Harassment Policy

The Academy prohibits unlawful harassment in its educational programs, services and activities. The prohibition of unlawful harassment applies to students, third-party contracted staff and service providers and members of the school community. This policy only applies to harassment other than sexual harassment. Sexual harassment is governed by the Academy's Title IX Policy and Grievance Procedure.

"Harassment" means any threatening, insulting, bullying or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student, member of the Academy community or a third party, including, but not limited to: contracted third party staff and contractors/vendors that:

- A. places a student, contracted staff or other third-party contractor/vendor in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or a contracted staff's work performance; or
- C. has the effect of substantially disrupting the orderly operation of the Academy.

The Academy's designated Anti-Harassment Compliance Officers:

Jan Collier

Student Resource Coordinator (SRC)

jcollier@k12.com

616-309-1600

5910 Tahoe Drive S.E.

Grand Rapids, Michigan 49546

Dave Krause

Student Resource Coordinator (SRC)

dkrause@k12.com

616-309-1600

5910 Tahoe Drive S.E.

Grand Rapids, Michigan 49546

In the event of an allegation/complaint of discrimination and/or harassment by or involving either or both of the Anti-Harassment Compliance Officers, the allegation may be submitted to the Head of School/Executive Director.

In the event of an allegation/complaint of harassment by or involving the Head of School/ Executive Director, the allegation may be submitted to the President of the Board of Directors.

Investigation and Complaint Procedure

Any student, contracted staff member, third party contractor/vendor, or other member of the Academy community or third party (e.g., parents,/guardians, learning coaches, volunteer) who believes that s/he has been subjected to unlawful harassment (non-sexual) may seek resolution of his/her complaint through either the informal or formal procedures contained in the Academy Board's Anti-Harassment Policy. [Click here to access the anti-harassment policy.](#)

If a party elects to file only a formal complaint, the Compliance Officer, or designee will review the written complaint which should include

To the extent available, a formal complaint must include: the identity of the individual believed to have engaged in or be engaging in harassment or retaliation; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant. The Compliance Officer will consider whether any action should be taken during the investigatory phase to protect the Complainant from further harassment or retaliation.

The Compliance Officer will inform the individual alleged to have engaged in the harassing or retaliatory conduct (the "Respondent") that a complaint has been received. The Respondent will also be informed of the opportunity to submit an initial written response to the formal complaint within five (5) business days.

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

At the conclusion of the investigation, the Compliance Officer or designee shall prepare and deliver a written report to the Head of School (Executive Director), or designee, that summarizes

Absent extenuating circumstances, within five (5) business days of receiving the report of the Compliance Officer or designee, the Head of School (Executive Director), or designee must either issue a final decision regarding whether the complaint of harassment or retaliation has been substantiated or request further investigation. A copy of the Head of School (Executive Director's), or designee's final decision will be delivered to both the Complainant and the Respondent.

The decision of the Head of School (Executive Director), or designee, is final.

Privacy/Confidentiality

The Academy will use all reasonable efforts to protect the rights of the Complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Academy's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All Complainants proceeding through the formal investigation process will be advised that their identities may be disclosed to the Respondent.

III. Title IX of the Education Amendments of 1972 Policy and Grievance Procedure

Title IX Statement

Title IX prohibits discrimination on the basis of sex, including sexual harassment, in any educational program or activity, including but not limited to, extracurricular activities, student services, academic counseling, discipline, classroom assignment, grading, athletics, and transportation operated or provided by Michigan Virtual Charter Academy ("Academy"), including admission to these programs and activities. Title IX also prohibits sex discrimination in employment, including by any third-party employer who provides staff to the Academy.

Unlawful discriminatory practices under Title IX include:

- **Sexual Harassment**-Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature
- **Sexual Misconduct/Violence** - Rape, sexual assault, sexual battery, sexual exploitation and other forms of nonconsensual sexual activity
- **Stalking** - Repeatedly following, harassing, threatening or intimidating including by telephone, mail, electronic communication or social media
- **Retaliation** - Adverse academic or other actions against anyone reporting or participating in an investigation of Title IX allegations

The Academy encourages anyone who believes a Title IX violation may have occurred to report their concerns to an Academy administrator or staff member or to one of the Academy Title IX Coordinators identified below.

The Academy's Title IX Coordinators are:

Jan Collier

Student Resource Coordinator (SRC)

jcollier@k12.com

616-309-1600

5910 Tahoe Drive S.E.

Grand Rapids, Michigan 49546

Dave Krause

Student Resource Coordinator (SRC)

dkrause@k12.com

616-309-1600

5910 Tahoe Drive S.E.

Grand Rapids, Michigan 49546

The Academy Board's Title IX Policy and Grievance Procedure has the full details for allegations/complaints under Title IX that are alleged to have occurred. [Click here to access the title IX policy and grievance procedure.](#)

Grievance Procedure

The Grievance Procedure is intended to treat Complainants and Respondents equitably by providing remedies to a Complainant if a Respondent is found responsible, and by following the proscribed grievance process before imposing discipline on a Respondent.

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. Throughout the investigation, the Respondent is deemed to be not responsible.

The informal and formal complaint/grievance procedures are not intended to interfere with the rights of any individual to pursue a complaint of unlawful discrimination or harassment, alleged violations of Title IX, sex discrimination, 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.

Filing a Complaint with the Office for Civil Rights

A student, third party contracted staff member, or member of the Academy community 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 of Civil Rights
400 Maryland Avenue SW
Washington, D.C. 20202
Email: ocr@ed.gov
Main phone: 1-(800)-421-3481
State Contacts: <https://ocrcas.ed.gov/contact-ocr>

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.

Bullying and Cyberbullying Policy

It is the policy of MVCA to provide a safe and nurturing environment for all 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, third-party contractors/vendors, and volunteers.

Bullying and Cyberbullying are Prohibited

Bullying and cyberbullying of a student, whether by other students, staff, visitors, Academy board members, parents, guests, third-party 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:

Jan Collier
Student Resource Coordinator (SRC)
jcollier@k12.com
616-309-1600
5910 Tahoe Drive S.E.
Grand Rapids, Michigan 49546

Dave Krause
Student Resource Coordinator (SRC)
dkrause@k12.com
616-309-1600

5910 Tahoe Drive S.E.
Grand Rapids, Michigan 49546

Under State law, a staff member, 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 third party contracted staff 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/Executive Director 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/Executive Director 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 Head of School/Executive Director 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 ensure 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 Canvas, 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/Executive Director 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/Executive Director 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/Executive Director 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 or 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 practices), set forth on page 101, entitled "Considerations Prior to Imposition of Discipline (Restorative Practices)" 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 disciplinary action to the Head of School/Executive Director 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 /Executive Director 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/Executive Director or designee, shall establish procedures for the use of restorative practices within the Academy.

Disciplinary Hearing Before The Head of School/Executive Director

- 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/Executive Director, 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 opt 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/Executive Director, or designee described herein.
- C. The Head of School/Executive Director or designee, Academy Board attorney, and any other resource person(s) that the Head of School/Executive Director or designee deem appropriate may be present at the hearing before the Head of School/Executive Director 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/Executive Director 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/Executive Director or the Hearing Officer the facts of the case and the basis for the recommended discipline. The Head of

School/Executive Director 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/Executive Director, 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/Executive Director or designee believe 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/Executive Director 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/Executive Director or designee, after receiving notice, the Head of School/Executive Director 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, lesser 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/Executive Director 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/Executive Director or designee may be appealed to the Academy Board of Education as set forth below.

- M. The Head of School/Executive Director 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/Executive Director 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/Executive Director or designee shall be deemed final.

- A. Upon receipt of an appeal to the Academy Board, the Head of School /Executive Director 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/Executive Director 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/Executive Director 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/Executive Director 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/Executive Director 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/Executive Director 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
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 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.”	• Suspension through expulsion
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.”	• Suspension through expulsion

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.”	• Suspension through expulsion
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.	• Suspension through permanent expulsion
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.	• Suspension through permanent expulsion
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.	• Suspension through permanent expulsion
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.	• Suspension through expulsion
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.	• Suspension through expulsion

Criminal Sexual Conduct: A. A student shall not engage in conduct which violates Michigan’s Criminal Sexual Conduct law (MCL 750.520b, c, d, e, or g). B. Regardless of location, a student shall not engage in conduct which violates Michigan’s Criminal Conduct law (MCL 750.520b, c, d, e, or g) with another student enrolled in Michigan Virtual Charter Academy. (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.) Actions by Alleged Victims of Sexual Assault A student who reports being, or is reported to have been, the victim of sexual assault or an attempted sexual assault-defined as being the victim of criminal sexual conduct under MCL 750.520b, c, d, e, or g-and who commits an action immediately preceding, immediately following, or that could reasonably be tied to the sexual assault incident, shall not be expelled or suspended for more than 10 school days as a result of that action, unless 1) the student is convicted of or found responsible for certain crimes or actions identified in MCL 1310e(2)(a) and (b); 2) a Title IX investigation has concluded that the report of sexual assault is conclusively false; or c) the Board of Directors or its designee, after considering all of the facts, determines that an expulsion or suspension of more than 10 school days is justified.	• Expulsion through permanent expulsion • Expulsion through permanent expulsion • Shall not be expelled or suspended for more than 10 school days unless stated exception applies
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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 and/or culture, color, national origin, religion, height, weight, pregnancy, childbirth, medical condition as a result of childbirth, marital status, military or veteran's status, genetic information, disability, or other protected category. 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 staff member that: • Places a student or staff member 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.	• Administrative alternatives through Expulsion
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Sexual Harassment: A student shall not intentionally engage in sexual harassment of another person. Under Academy Board Policy, and Michigan state law "sexual harassment" consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, when 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	• Administrative alternatives through expulsion
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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.	
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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: 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.	• Administrative alternatives through permanent expulsion
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Infractions Endangering Other Students and/or Staff

Rule	Consequence
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.	• Suspension through permanent expulsion
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.	• Suspension through permanent expulsion
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.	• Administrative alternatives through expulsion

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: - 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 - Recruiting students for gangs	• Suspension through permanent expulsion
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.	• Suspension through permanent expulsion
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.	• 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.	• 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.	• 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.	• 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 his or her 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").	• 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.	• Suspension through expulsion

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).	• Suspension through permanent expulsion
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.	• Suspension through permanent expulsion
Gambling: A student shall not engage in gambling or illegal games of chance of any kind or be in possession of gambling paraphernalia.	• Administrative alternatives through expulsion

Academic or Other Dishonesty

Rule	Consequence
Academic Dishonesty: Includes any attempt to gain academic credit through dishonest means and includes: improper or unauthorized use of AI, cheating, and plagiarism. 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, or improper use of AI. Plagiarism: A student shall not present or use the language, structure, idea and/or thought of another as the student's own or improper use AI.	• Violations of academic dishonesty/ academic integrity, including cheating, plagiarism, and improper or unauthorized use of AI are addressed through a progressive discipline process. Consequences may include: ○ Parent/Guardian/Learning Coach notification. ○ Required academic integrity education or interventions ○ Revision or resubmission of assignments when permitted. ○ Loss of credit or a zero on an assignment or assessment. ○ Academic probation ○ Administrative conferences. ○ Suspension or other disciplinary action for repeated or serious violations.

	Repeated violations may result in more significant consequences
Forgery: A student shall not use the property, including the handwritten or electronic signature, of another without the other's permission.	Administrative alternatives through expulsion. Academic consequences may also be imposed, such as a failing or reduced grade on a test or assignment
Copyrighted Material: A student shall not knowingly or unlawfully duplicate, reproduce, retain or use material protected by copyright or trademark.	Administrative alternatives through suspension

Falsification of Records: A student shall not falsify information on Academy forms or records or cause them to be altered.	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 staff members or to falsely obtain money or property.	Administrative alternatives through expulsion
Fraud or Misrepresentation: A student shall not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value or for any other reason.	Administrative alternatives through expulsion
False Allegations: A student shall not libel, slander, defame or make false allegations against another student, a staff member, contractor, volunteer, or Board member.	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	Administrative alternatives through expulsion
Negligent Destruction of Property: A student shall not through negligence or carelessness, but not intentionally, act in such a way as to damage the property of others, including the Academy.	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.	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.	Administrative alternatives through suspension
Non-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 staff/administration.	Administrative alternatives through suspension

Profanity/Vulgarity: A student shall not use profane or vulgar language or engage in profane or vulgar conduct.	• 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	• Administrative alternatives through permanent expulsion
Unauthorized Use of Academy Equipment: A student shall not use Academy property, such as computer equipment, printers, laboratory equipment or supplies without authorization or in a dangerous or illegal fashion. Violation of Wireless Communication and Personal Electronic Devices	• Administrative alternatives through suspension • Documented warning • Parent/guardian notification • Administrative alternatives • Suspension if student refuses to surrender a device
Violation of Technology/Student Acceptable Use Policy: A student shall not violate the Academy's Student Acceptable Use Policy.	• Administrative alternatives through expulsion
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.	• Administrative alternatives through permanent expulsion
Pranks/Practical Jokes: A student shall not engage in mischief or antics which cause, or are reasonably likely to cause, harm to others or disruption of the educational environment.	• Administrative alternatives through suspension

Public Displays of Affection: A student shall not engage in inappropriate or public displays of affection with others.	• 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	• Administrative alternatives through suspension
Clothing/Dress Code: A student shall not dress or groom in a way that violates the Academy's dress code, or interferes with the safety or health of the student or other students or creates, or potentially creates, a disruptive influence on the educational environment. Students shall dress in accordance with the standards described below: • 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 school or school events. • No hats, stocking caps, doo rags, bandanas may be worn at school or school events. No clothing with profanity, drug or offensive slogans may be worn to school or school events.	• Administrative alternatives through suspension
Negligent Destruction of Property: A student shall not through negligence or carelessness, but not intentionally, act in such a way as to damage the property of others, including Academy property.	• 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 Academy property or property owned by third parties during school-sponsored events.	• Suspension through permanent expulsion
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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.	• 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	• Administrative alternatives through permanent expulsion

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 Academy 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. Certain incidents must be reported to a local police agency, including but not limited to:

- 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 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 possession or sale.
- An incident on a school bus or at a bus stop that could jeopardize the safety of students or staff.

Academy 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 Guidelines.

If any perceived threats arise, our behavior threat assessment team will conduct an assessment and follow our internal procedures accordingly.

Non-Discrimination

The Academy does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, religion, height, weight, disability, pregnancy, childbirth, or related medical condition, marital or familial status, military or veteran's status, genetic information, age, or other legally protected status 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

If a staff member(s) needs 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
- Ensure that the seclusion and physical 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 Board has charged the Head of School, Principals, and other administrators to 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/search by a school administrator. 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.

Interrogation of Students

The Academy is committed to protecting students from harm that may or may not be directly associated with the school environment but also recognizes the responsibility to cooperate with law enforcement and the State's child protection agency.

Such agencies should be encouraged to investigate alleged violations of the law off school property and without using school property, if possible. An investigation by such an agency may take place immediately on or using school property in an emergency situation.

When police or other authorities seek to interview a student or investigate an alleged violation of the law, they must contact the Head of School or Principal indicating the nature of their investigation and their desire to question a student or students.

Before a student is questioned by police as a witness to or suspect in an alleged violation of law, the Principal shall attempt to contact the student's parent and shall request to be physically present with the student or present virtually during the questioning if the parent is not available.

If the student is the subject of a child abuse/neglect investigation, and the investigating agency indicates that the parent or a family member is believed to be the perpetrator, the Head of School/Executive

Director or Principal will not contact either parent prior to the interview if so requested by the investigator.

If an authorized law enforcement officer or child protection agency removes a student, the Principal shall promptly notify the parent and the Head of School/Executive Director.

No school official or administrator may release personally identifiable student information in education records to the police or children's services agency without prior written permission of the parent, a lawfully issued subpoena, a court order, or otherwise required by law, unless it is an emergency situation involving the health or safety of the involved student or students. Directory information may be disclosed upon request.

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/Executive Director 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/Executive Director 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

Students 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 Stride/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/Video Release

New students in grades K-12 are asked to complete a photo/video release upon enrollment but are not required to. No photos or videos will be used by MVCA or Stride/K12 without the parent or guardian's consent.

Rights under FERPA – Education Records

The Academy shall comply with the applicable requirements of the Family Educational Rights and Privacy Act ("FERPA") and Public Act 367 of 2016 (MCL 380.1136). 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 School 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
- 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.

- Residence address
- Email address
- Telephone number
- 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 Executive Director/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
_____ 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: ehiggins@michva.org for students in K-8th, and kapalmer@michva.org 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
mailed 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 (PPRA)

The PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right 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:

Student Privacy Policy Office
United States Department of Education
400 Maryland Avenue, SW Washington,
D.C. 20202-8520
Phone: 1-800-872-5327

The US Department of Education has a model notice available online:
<https://studentprivacy.ed.gov/resources/ppra-model-general-notice-rights>

31a Funding

[Section 31a](#) of the State School Aid Act provides funding that is allocated to support at-risk students in Michigan. These funds are used to address the needs of students at risk of not meeting academic standards, providing additional instructional time, targeted interventions, and other support services. Funds afforded through Section 31a At Risk are limited to instructional services and direct non-instructional services to pupils. They may not be used for administration or other related costs. An “At Risk Pupil” is a pupil that means any of the listed criteria as identified in Section 31a.

Students who are considered “at risk” is a student in grades Pre-K to 12 for whom the school has documentation that the student meets any of the following criteria listed in Section 31a(25):

- economically disadvantaged
- English learner (EL)
- chronically absent as defined and reported to CEPI
- victim of child abuse or neglect
- pregnant teenager or teenage parent
- family history of school failure, incarceration, or substance abuse
- an immigrant who has immigrated within the immediately preceding 3 years
- did not complete high school in 4 years and is still in school
- did not achieve proficiency in the ELA, mathematics, science, or social studies State summative assessments
- at the risk of not meeting the LEA's core academic curricular objectives in ELA or mathematics based on local assessments

Schools receiving funding under 31a through the opportunity index formula must provide a report annually to parents/legal guardians that details:

- The amount of funding received under its allocation,
- How the Academy distributed the funding in a way to target buildings with the highest needs,
- What evidence-based interventions were implemented with those funds, and
- A method (and contact information) for parents/legal guardians to provide feedback on the use of those funds, and how to get more information about services and interventions available for their children.

Please contact Sarah Chaar, State and Federal Grants Coordinator, schaar@k12.com for any questions on Section 31a funding.

Title I

The Academy is required to provide parent notification to those who attend schools classified as Title I. Title I, Part A program is designed to help disadvantaged children meet high academic standards by participating in either a schoolwide or a targeted assistance program. Schoolwide programs are implemented in high-poverty schools following a year of planning with external technical assistance and use Title I funds to upgrade the educational program of the school.

Targeted assistance programs provide supplementary instruction to children who are failing or most at risk of failing to meet the Academy’s core academic curriculum standards.

School-based decision-making, professional development, and parent involvement are important components of a Title I, Part A program.

MVCA's Current Title I Programs are:

1. Reading Intervention Program

- Additional small-group reading instruction for students performing below grade level.
- Reading specialists or interventionists provide targeted support using assessment data.
- May occur during the school day or through pull-out sessions

2. Math Intervention Program

- Supplemental math instruction for struggling students.
- Use of intervention teachers, evidence-based curricula, and progress monitoring.

3. Extended Learning Opportunities

- Summer learning or credit-recovery programs.

4. Family Engagement Activities

- Parent literacy nights.
- Family math nights.
- Workshops on helping students with homework or reading at home.
- Parent resource portals and educational materials. Parent involvement is a required component of Title I programs.

5. Professional Development for Teachers

- Training in reading interventions, differentiation, data analysis, and instructional strategies.
- Coaching to improve services for struggling learners.

6. Multi-Tiered Systems of Support (MTSS)

- Universal screening
- Tiered academic interventions
- Frequent progress monitoring
- Data review meetings
- Student intervention plans

Right to Know: In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the Academy shall make sure that all parents of students in that school are notified that they may request, and the Academy will provide the following information on the student's classroom teachers:

- whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching
- whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived

- the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned
- the qualifications of any paraprofessionals providing services to their child(ren) In addition, the parents shall be provided:
- information on the level of achievement of their child(ren) on the required State academic assessments;
- timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand. Annual meetings will be convened at a convenient time to which all parents of participating children shall be invited and encouraged to attend.

Please mail to:
Michigan Virtual Charter Academy
5910 Tahoe Drive, SE
Grand Rapids, MI 49546
Fax to: 616-309-1608

Scan and email to: <mailto:ehiggins@michva.org> for K-8 students and <mailto:kapalmer@michva.org> for High School students.

McKinney-Vento Homeless Assistance Act

The Academy, in accordance with the McKinney-Vento Homeless Assistance Act, will ensure that homeless children and youth in transition have access to a free and appropriate public education, and be given a full opportunity to participate in state and Academy-wide assessments and accountability systems. Under the Act, homeless children are those children who lack a fixed, regular, and adequate nighttime residence.

Any student identified as homeless will be enrolled immediately in the Academy even if they lack medical records, immunizations, birth certificates, proof of residency, or other standard admission/enrollment documents. No MVCA Board of Directors policy, administrative guidelines, 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 receive 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

The Academy has designated Christina Bradley as its Foster Care/Homeless (MKV) Liaison for the McKinney-Vento Act:

Foster Care/Homeless (MKV) Liaison:

Christina Bradley
cbradley@michva.org
616-309-1600 Ext: 7909
5910 Tahoe Drive S.E.
Grand Rapids, Michigan 48546

A Student In Foster Care (Foster Youth)

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, within five (5) school days of a new placement or placement change. The Academy will not deny enrollment due to a lack of normally required documents. Foster Youth and their case workers have the right to access complete education records to prevent lost credits during the transfer. In addition, Foster Youth have the right to participate in extracurricular activities, access Title I and Section 31a supports and special education services when eligible and be supported to meet the MMC graduation requirements.

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 and Michigan law, 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.

The Academy has designated Christina Bradley as the Foster Care/Homeless Liaison, with the following contact information:

Foster Care/Homeless Liaison (MKV):

Christina Bradley
cbradley@michva.org
616-309-1600 Ext: 7909
5910 Tahoe Drive S.E.
Grand Rapids, Michigan 48546

Firearm Safe Storage

MCL 28.429 requires individuals to keep unattended weapons unloaded and locked with a locking device or stored in a locked box or container if it is reasonably known that a minor is likely to be present on the premises. Michigan law requires that schools inform parents of the need to securely store firearms and to prevent firearm-related injuries.

The [Safe Storage Notice](#) is intended to help parents, guardians, and gun owners comply with the state's secure storage requirements. For more information on the safe storage law, please visit the [Michigan Department of Education](#).

Safe Storage Requirements

If a firearm is left unattended where a minor (under 18) is or is likely to be present, it must be:

- Secured in a locked box or container, and/or
- Unloaded and secured with a locking device (like a trigger or cable lock) that would prevent anyone from using it.

This law applies whether firearms are in your own home or brought to another location.

Firearms in Vehicles

If a firearm is in a vehicle, the vehicle must be locked when not in use, and the firearm must be secured and either locked in a container or disabled with a trigger or cable lock.

Penalties for Noncompliance

If a minor gains unlawful access to a firearm this can result in criminal charges and penalties up to 15 years in prison. For a detailed description of the law, visit: MCL - Section 28.429 - Michigan Legislature or MDHHS Firearm Prevention Resource Library.

The [Safe Storage Notice](#) contains Frequently Asked Questions and Information Resources which may be helpful to you and your family. Please review the Safe Storage Notice for important information.

For more information on the safe storage law, please visit the [Michigan Department of Education](#) website.

Frequently Asked Questions (FAQs)

Q: Does the safe storage law apply to all firearms or only certain types?

A: This law applies to all firearms, including handguns, rifles and shotguns. If the firearm is not under immediate control of the possessor, on premises where a minor is likely to be present, it must be securely stored to prevent access by minors.

Q: Does this law apply to both loaded and unloaded firearms?

A: Yes. Both loaded and unloaded firearms must be properly secured to prevent unauthorized access by minors. All firearms should be treated as if they are loaded. Even unloaded firearms can pose a threat to minors if not securely stored.

Q: Do I need to use a specific type of lock or safe to comply?

A: Yes. A “locked box or container” means a secure container, specifically designed for the storage of firearms, that is fully enclosed and locked by a padlock, key lock, combination lock, or similar locking device to which a minor does not possess the key or combination or otherwise have access. “Locking device” means a trigger lock, cable lock or similar lock that prevents a firearm from discharging. If a locking device is used, the firearm must be unloaded and rendered inoperable.

Q: What should I do if I suspect another child might have access to a firearm that isn’t being securely stored, and therefore in violation of the law?

A: Contact your local law enforcement agency. Students can also report potential violations on school property to Michigan’s OK2SAY program at OK2SAY@mi.gov, text 652729 (OK2SAY), or call 855-565-2729 (8-555-OK2SAY). Call 9-1-1 for any emergency.

Q: Where can I get a lock box/container or a locking device?

A: Firearm safety kits provided by Project Childsafe are free. These kits contain a cable lock and an informational brochure. Some local police departments, local health departments or other community organizations may provide free or low-cost firearm locks or storage devices. Check with your local law enforcement agency for more information. Please refer to the “free and reduced cost firearm locking devices” section of this notice for more information on where to find these items in your community.

Q: As a non-gun owner, how can I make sure that children and teenagers stay safe when they visit homes with firearms?

A: Even people who don’t own firearms can take proactive steps to ensure the safety of youth by teaching children about the danger of touching firearms, asking hosts if firearms are present, verifying if they are securely stored, and sharing safety resources. Additional resources are available at Be SMART.

Q: Where does this law apply?

A: The law states “premises” - whether it is the property of the person possessing the firearm, someone else’s property, or anywhere children may be present. If the firearm is left unattended by the possessor, including in a vehicle, it must be securely stored to prevent access by minors. These requirements apply across all of Michigan.

Q: Are there exceptions to the law?

A: This law does not apply if the minor obtains the firearm:

- With the permission of the minor’s parent or guardian and if the minor uses the firearm under the supervision of the parent, guardian, or individual who is age 18 or older who is authorized by the person’s parent or guardian, and:
- The firearm is possessed or used for minor’s employment.
- The firearm is possessed or used for ranching, farming or hunting, if the minor is following all applicable hunting laws.
- The firearm is possessed or used for target practice or instruction of safe use of a firearm.

Penalties may not apply when:

- A minor obtains a firearm through the minor's unlawful entry of any premises or motor vehicle where the firearm has been stored.
- A minor obtains a firearm while lawfully acting in self-defense or defense of another.

Signature Page

I Understand and Agree:

By signing the Signature Page at the end of this Handbook, parent(s)/guardian(s) and student(s) agree that this Handbook outlines the expectations and describes the shared responsibility of parents/guardians, students and staff to ensure a successful partnership, agree to the contents of this Handbook; and acknowledge that this Handbook sets forth the expectations for student academic achievement and success.

- I understand and agree that MVCA is a full-time public school program, and that students may not be enrolled in any other full-time, part-time public or private school, unless an agreement has been authorized by MVCA. I understand and agree that Dual Credit/Dual Enrollment Programs are acceptable under Michigan law with Academy approval.
- I understand and agree that my student is enrolled in a public school academy, which is a cyber school, with State Compulsory attendance requirements that are expected to be met (average 6.5 hours per day).
- I understand and agree that students in grades K-12 must complete 180 school days per year, and that MVCA is required to offer no less than 1,098 hours of instruction during the course of the school year.
- I understand and agree that students in grades K-12 must complete 1,098 hours of instruction during the school year as required by law.
- I understand and agree that it is my responsibility to secure an Internet service provider to access the online school.
- I understand and agree to supervise my student in using the STRIDE/K12 curriculum which is the basis of the educational program offered by MVCA. I further understand and agree that I am expected to be an engaged participant in my student's learning process, and that any work accomplished outside of the Online School System by my student is supplemental and does not take the place of the Stride/K12 curriculum lessons.
- I understand and agree that MVCA does not consider it acceptable to leave a student home alone or unsupervised for any portion of the school day, or all day, to complete coursework.
- I understand and agree that student academic progress is an expected part of the MVCA educational program, in addition to the attendance hours logged. I understand and agree that teachers review student progress and consider other factors, including parental input, when making student advancement decisions. Promotion is based on progress, content mastery, and/or credits earned, not simply attendance.
- I understand and agree that attendance alone does not satisfy enrollment requirements, that my student must demonstrate active participation through the completion and submission of coursework and that students who fail to engage in coursework or make adequate academic progress, despite documented interventions and support, may be withdrawn from the program.
- I understand and agree to participate, as appropriate, in decisions relating to my child(ren)'s education.
- I understand and agree that I am expected to follow the guidance and support of my student's classroom teachers in implementing MVCA's Educational Program with my student.
- I understand and agree to promote positive use of extracurricular time.
- I understand and agree to stay informed about my child's education and communicate with

the school by promptly reading all notices from the school either received by my child or by mail and respond as appropriate.

- I understand and agree that I am expected to participate in scheduled meetings/parent-teacher conferences with my student's teacher(s) and to submit work samples when requested.
- 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 and agree that, as a public school, MVCA students are required to participate in both State required testing and the Authorizer required assessments, and that my child is expected to participate fully in the testing at his or her grade level.
- I have read and understand all of the policies and procedures set forth in the MVCA Parent-Student Handbook and the Student Code of Conduct.
- I understand and agree that I am responsible for all Academy provided materials and equipment and that Academy property must be kept in good condition. I understand and agree that I am responsible for the repair or replacement of all lost, stolen, or damaged Academy property.
- I understand and acknowledge that there are a variety of ways that MVCA Parents/Guardians/Learning Coaches can be involved at the Academy which include social networking, attending parent orientation sessions, school activities and parent trainings; direct teacher contact via telephone, email and Engageli or Blackboard Connect sessions; and participation in the Parent Advisory Council; community discussion board, and parent surveys.

Student and Parents/Guardians Acknowledgement and Agreement

We acknowledge that we have had an opportunity to read, review and have reviewed together, and that we understand and agree to comply with the contents, policies and procedures for Michigan Virtual Charter Academy as described in the following:

- 2026-2027 Parent-Student Handbook and the Student Code of Conduct
- Student Acceptable Use Policy
- Student Generative Artificial Intelligence Use Policy
- Student Plagiarism and Academic Integrity Policy
- Wireless Communication Devices and Personal Electronic Devices
- Non-Discrimination and Equal Opportunity Policy
- Anti-Harassment (Non-Sexual) Policy
- Title IX Policy and Grievance Procedure

Student Signature: _____	Date: _____
Student Signature: _____	Date: _____
Student Signature: _____	Date: _____
Student Signature: _____	Date: _____
Parent 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, which may include a school-sponsored event or voluntary family gathering/outing, 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 (Stride/K12) and Stride/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 Stride/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, Stride/K12 and Stride/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.

Emergency Contact Information:

Father/Legal Guardian's Name: _____

Mother/Legal Guardian's Name: _____

Father/Legal Guardian Phone: _____

Mother/Legal Guardian Phone: _____

Current Medications: _____ Allergies: _____
Special Concerns: _____

Date

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.

Date

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Planned Absence Contract

Link to digital planned absence contract: [digital planned absence contract](#)

- NOTE: Planned Absence Contract is used for 3+ more days of planned absence

*** Required**

Please complete ALL questions before you submit the form.

1. Student's Full Name *

Enter your answer

2. Student's School ID *

Enter your answer

3. Student's Grade *

☐ Kindergarten

☐ 1st

☐ 2nd

☐ 3rd

☐ 4th

☐ 5th

☐ 6th

☐ 7th

☐ 8th

☐ 9th

☐ 10th

☐ 11th

☐ 12th

4. Parent/LC/Legal Guardian Name *

Enter your answer

5. The above name student will be absent from school for the following date(s): *

Enter your answer

6. The reason for the absence is: please select one of the following *

- ☐ Family Emergency
- ☐ Observance of a Holiday or Religious Ceremony
- ☐ Family Vacation: **Note*** vacations scheduled during required testing will not be approved
- ☐ Medical Leave for Student
- ☐ College Visit
- ☐ Other

7. Please explain the nature of this planned absence *

Enter your answer

8. I, the parent, understand that the school may deny my request for excused absences for my student. I understand that if the planned absence is not approved that my students 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 school days for every day absent to be able to make up their missing work. Example: if a student is absent from school two days, they will have four days to make up the work. *

- ☐ Yes, agree
- ☐ No, don't agree

9. Parent/Guardian Signature: *

Enter your answer

10. Date *

Please input date (M/d/yyyy)



Back

Submit

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 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: ☐ Yes ☐ No If yes, provide email address to return approved form:	
Name of School (present or last attended):		Address:		City:	ZIP:
Last Grade Completed:				Type of Business (e.g., fast food, retail sales):	
School Status (check one): ☐ in school ☐ home schooled ☐ online/cyber/virtual ☐ Not Attending					
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:	Total Hours of Employment per Week: No more than 24 hours when school is in session and 48 hours when school is not in session	
Applicant's Job Title:		Hourly Wage:	Job Duties/Tasks to be Performed by Minor:	Equipment/Tools to be Used by Minor:	
Will the minor be working under an existing hours deviation granted by the Michigan Wage and Hour Division? ☐ No ☐ Yes If yes, attach a copy of the approved Michigan hours deviation and retain parent/guardian consent at the worksite.					
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): ☐ Birth Certificate ☐ Certificate of Arrival in the U.S. ☐ Driver's License ☐ Hospital Record of Birth ☐ School Record ☐ Baptismal Certificate ☐ 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 Not in Session: No more than 48 hours per week
Name of School District:	Printed Name of Issuing Officer:	Title:
Address:	Signature of Issuing Officer:	Issue Date:
City, State, ZIP:	(x)	
Telephone Number:		

Form CA-7 (revised 4/2021) Combined Offer of Employment & Work Permit and Age Certificate
Instructions for completing CA-7 must be printed on back of form for form to be valid.

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

Who Needs a CA-7 Work Permit? A minor who is 16 or 17 years of age and not specifically exempted from the Youth Employment Standards Act (P.A. 90 of 1978). This completed form permits a minor to be employed only by the employer and at the location listed in Section II. Employers must complete a CA-7 for minors who start employment at 16 years of age. CA-7 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. Additionally, 16- or 17-year-old minors currently not attending school who have not met the requirements of graduation, or have not obtained a GED, or have not been emancipated by court order must secure 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. A work permit may be issued by the school the minor attends, the school district where the minor resides, or the district where the minor 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-7 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: The issuance of a work permit does not authorize employment of minors contrary to state or federal laws and regulations.

- Must have a completed work permit form maintained at the minor's worksite before a minor begins work.
- Shall keep any approved deviation with parental consent on file at the minor's worksite.
- 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-7 and any Michigan Department of Labor and Economic Opportunity deviation forms 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: Minors 16 years of age and older may work:

1. 6 days in 1 week.
2. A weekly average of 8 hours per day.
3. 10 hours in one day.
4. 24 hours in 1 week when school is in session and 48 hours in 1 week when school is not in session.
5. Not more than 5 hours continuously without a documented 30-minute uninterrupted meal or rest period.
6. Between 6:00 a.m. and 10:30 p.m., but not during school hours
7. Until 11:30 p.m. Friday and Saturday and when not regularly attending school, e.g., summer vacation.

Hours Deviations: At any time, an employer may apply through the Michigan Wage and Hour Division for a General Hours or an Individual Hours Deviation allowing the minor to start work before and end work after the times allowed by the act. The number of hours a minor may work during a day or week remains the same.

Michigan Youth Employment Standards Act (P.A. 90 of 1978): For information about the law, rules, and regulations contact the Michigan Department of Labor and Economic Opportunity, Wage and Hour Division; PO Box 30476, Lansing, MI, 48909, phone 517-284-7800, www.michigan.gov/wagehour.

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 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.

**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:	
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:	
Last Grade Completed:		Type of Business (i.e. fast food, retail sales):	
School Status (check one): ☐ in school ☐ home schooled ☐ online/cyber/virtual ☐ Not Attending		Parent/Guardian Email Address (optional):	
Name of Parent/Guardian (circle one):		Parent/Guardian Telephone:	
Section II: To be Completed by the Employer - Offer of Employment			
Name of Business:		Address:	
Earliest Starting Time a.m./p.m.:	Latest Ending Time a.m./p.m.:	Hours per Day:	Number of Days per Week:
Applicant's Job Title:		Total Hours of Employment per Week:	
Hourly Wage:		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): ☐ Birth Certificate ☐ Certificate of Arrival in the U.S. ☐ Driver's License ☐ Hospital Record of Birth ☐ School Record ☐ Baptismal Certificate ☐ Other (describe)	
Name of School District:		Printed Name of Issuing Officer:	
Address:		Signature of Issuing Officer: (x)	
City, State, ZIP:		Issue Date:	
Telephone Number:			

Form CA-6 (revised 5/2025) 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 1989.

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. During times outside public-school hours.
2. 3 hours a day while school is in session; 8 hours a day on non-school days.
3. 18 hours in a school week; 40 hours in a non-school week.
4. Not before 7:00 a.m., only after school and only until 7:00 p.m., while school is in session.
5. 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. During times outside public-school hours.
2. 3 hours a day while school is in session; 8 hours a day on non-school days.
3. 18 hours in a school week; 40 hours in a non-school week.
4. Not before 7:00 a.m., only after school and only until 7:00 p.m., while school is in session.
5. From 7:00 a.m. until 9:00 p.m. from June 1 - Labor Day.
7. Not more than 5 hours continuously without a 30-minute uninterrupted meal or rest period.

Week is a workweek. School in session means any week the public school where the minor resides requires students to attend at least one day or a partial day.

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 2026-2027 School year
August	12-13	Staff Professional Development/Training Face-To-Face
September	8	First Day of School for Students
	23	HALF DAY FOR STUDENTS – Staff Professional Development
October	7	STUDENT COUNT DAY
	21	HALF DAY FOR STUDENTS – Staff Professional Development
November	18	HALF DAY FOR STUDENTS – Staff Professional Development
	25	HALF DAY FOR STUDENTS & STAFF – Thanksgiving Break
	26-27	NO SCHOOL FOR STUDENTS & STAFF – Thanksgiving Break
December	9	HALF DAY FOR STUDENTS – Staff Professional Development
	21-Jan 1	NO SCHOOL FOR STUDENTS & STAFF – Winter Break
January	4	SCHOOL RESUMES
	18	NO SCHOOL FOR STUDENTS & STAFF – Martin Luther King, Jr.'s birthday recognized
	20-25	1 st Semester Exams
	26	HALF DAY FOR STUDENTS – 1 ST Semester Ends
	27-29	NO SCHOOL FOR STUDENTS ONLY – Semester Break
	25–Apr 2	WIDA Testing Window
February	1	2 nd Semester Begins
	10	STUDENT COUNT DAY
	15	NO SCHOOL FOR STUDENTS & STAFF – Presidents' Day
March	17	HALF DAY FOR STUDENTS – Staff Professional Development
	29-Apr 2	NO SCHOOL FOR STUDENTS & STAFF – Spring Break
April	5	SCHOOL RESUMES
	5-9	State Testing Window (Please refer to the SY26-27 Family Testing Guide for grade specific dates)
May	12	HALF DAY FOR STUDENTS – Staff Professional Development
	TBD	Final Exams – Seniors
	31	NO SCHOOL FOR STUDENTS & STAFF – Memorial Day
	TBD	High School Graduation
June	14-17	Final Exams - Underclassmen
	17	LAST DAY OF SCHOOL