



# **2019-2020 Parent/Student Handbook**

Michigan Great Lakes Virtual Academy  
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[www.k12.com/mglva](http://www.k12.com/mglva)



## Welcome to Michigan Great Lakes Virtual Academy!

Dear Michigan Great Lakes Virtual Academy Family,

Welcome to the 2019-20 school year at Michigan Great Lakes Virtual Academy! We are excited that you have chosen to join us on this journey! At Michigan Great Lakes Virtual Academy, we believe that the relationship between the student, family and teacher is the heart of a successful school experience.

Michigan Great Lakes Virtual Academy is serving students across the state of Michigan. Our goals for this school year are for students to realize their highest potential and to bring them together virtually to build a positive school community. The K12 curriculum and our school programs are designed with these goals in mind. Our teachers are your partners and they are eager to support and to assist you and your family throughout the school year.

Please keep this document handy. This handbook contains important calendars, phone numbers, and descriptions of programs. We have an exciting year ahead of us and are pleased that you have selected our school. We welcome your comments, criticism, and vision for our community. We are always striving to the very best to serve students and families. We look forward to an enjoyable year for all!

Best wishes for a wonderful year,

A handwritten signature in black ink, appearing to read "Kendall Schroeder".

Kendall Schroeder  
Head of School  
Michigan Great Lakes Virtual Academy

# Michigan Great Lakes Virtual Academy

Re-authorized by Manistee Area Public Schools in 2018

## Our Mission

The Michigan Great Lakes Virtual Academy (MGLVA) will provide an individualized education plan for each of our K-12 students, based upon proven best practices, so that they will gain the skills, knowledge, habits of mind, and democratic values to both achieve their goals as individuals and to be productive, engaged citizens of the great state of Michigan. Delivered online and offline, this unique program will put public school accountability, teacher competence, and meaningful parent involvement at the center of student learning. MGLVA will be a model for other public schools to replicate, especially in the areas of creating Individualized Learning Plans (ILPs), parent engagement, mastery of standards, web-based and in-person professional development, a detailed instructional model, creating value-added measures of student achievement, and creating tiered levels of intervention for students who are struggling. MGLVA is committed to data-driven instruction and decision making, responsive governance, across-the-board accountability, and transparency in all aspects of school operations.

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## Our Vision

Our vision is that Michigan Great Lakes Virtual Academy (MGLVA) will be a true school of excellence: A high-performing school that produces exemplary levels of student achievement; equips every student with the foundation they need to graduate; and prepares students for any postsecondary opportunity they wish to pursue.

## School Directory

### Head of School

Kendall Schroeder

### K5 Academic Administrator

Noemi Lepley

### Special Programs Manager

Brandon Seaver

### Operations Manager

Joel Szekely

### Middle School Academic Administrator

Anthony Kinkle

### Student Support Administrator/Title IX

Coordinator/Foster Care Liaison

Kirstin Miller

### Office Administrator

Jan Dulaney

### HS Academic Administrator

Abby Brown

### Student Resource

Coordinator/Homeless Liaison

Rochelle Jefferson

### Registrar

Ashley Conrad

### K8 Assistant Academic Administrator

Stacy Little

### Guidance Counselors

Jamie Rodda/Sara

Mrozowsky/Kara

Showerman/Beth Weaver

### Special Education Registrar

Lisa Bezjian

### HS Assistant Academic Administrator

Andrea Cannon

### Testing Coordinator

Anne Harkema Penn

### K12 Customer Support

1-866-626-6413

With this number you will be able to reach the two support departments at K12:

**CUSTOMER CARE** – Choose option #1 if you have issues with any of the following:

Materials

Navigation/Login

PC/Printer receipt & delivery

Usernames/passwords

**TECHNICAL SUPPORT** – Choose option #2 if you have issues with any of the following:

Hardware Software Platform

Blackboard Collaborate

## 2019-2020 Academic Calendar

**September 2, 2019**

Labor Day

**September 3, 2019**

First Day of School

**September 26, 2019**

Half Day - Teacher Professional  
Development

**October 2, 2019**

Pupil Count

**October 11, 2019**

Half Day – Teacher Professional  
Development

**November 19, 2019**

Half Day – Teacher Professional  
Development

**November 27, 2019**

Half Day – Teacher Professional  
Development

**November 28-29, 2019**

Thanksgiving Holiday (no school)

**December 23 – January 3, 2020**

Winter Break (no school)

**January 20, 2020**

Martin Luther King, Jr. Holiday (no school)

**January 29-31, 2020**

Semester Break/Staff In-Service/PD (no  
school)

**February 12, 2020**

Pupil Count

**February 17, 2020**

President's Day (no school)

**February 28, 2020**

Half Day – Teacher Professional  
Development

**March 20, 2020**

Half Day – Teacher Professional  
Development

**March 30 – April 3, 2020**

Spring Break (no school)

**April 10, 2020**

Half Day – Teacher Professional  
Development

**May 22, 2020**

Half Day - Teacher Professional  
Development

**May 25, 2020**

Memorial Day Holiday (no school)

**May 22, 2020**

Last day of school for Graduating Seniors

**June 11, 2020**

Last Day of School for Non-Graduating  
Students

**May 28, 2020**

High School Graduation

## Student Code of Conduct

The goal of Michigan Great Lakes Virtual Academy is to provide the best possible educational experience for each student. The instructional program, partnership of parents and teachers, clubs, outings, and competitions help to increase student success. Coupled with the advantages of these educational opportunities is the need for students to assume personal responsibility for their behavior.

Students share with the school community responsibility for developing Michigan Great Lakes Virtual Academy into a school that exemplifies high standards and excellence. Michigan Great Lakes Virtual Academy's Code of Student Conduct is based upon this responsibility. Understanding the information that follows is an essential responsibility of each student. The Michigan Great Lakes Virtual Academy Student Code of Conduct shall apply in all environments- home and community and during the school day and at any school function that goes beyond these hours.

## Non-Discrimination Equal Educational Opportunity Policy

Michigan Great Lakes Virtual Academy shall not discriminate in its educational programs, activities, or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry, or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, Americans with Disabilities Amendment Act of 2009, and the Michigan Human Relations Act. Information relative to special accommodation, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained by contacting the school. For details on the Title IX grievance procedure, please visit:

<http://mglva.k12.com/title-ix-grievance.html>

## Glossary of Terms

**Bullying** shall mean engaging in behavior that prevents or discourages another student from exercising his/her right to education. It is intentional hurtful behavior perpetrated repeatedly over a period of time, in a relationship characterized by an imbalance of power (with regards to gender, physical or mental strength, social acceptance). Such prohibited behavior includes the use of threats, coercion, repeated harassment, abuse, oppression, intimidation against students, school personnel, or school visitors.

**Cyber-Bullying** shall mean bullying that occurs by use of electronic devices through means of e-mail, instant messaging, text messages, blogs, discussion threads, mobile phones, chat messaging, pagers, and websites.

**Student Assistance Program (SAP)** shall mean a support program for students in grades K through 12. This program allows for the identification, intervention, and follow-up for students experiencing barriers to learning.

**Disability** shall mean a physical or mental impairment that substantially limits one or more of the major life activities of an individual; a record of such impairment; or being regarded as having such an impairment; or a specific disability such as: cognitive impairment, emotional impairment, hearing impairment, visual impairment, physical impairment, other health impairment, speech and language impairment, early childhood developmental delays, specific learning disability, severe multiple disabilities, traumatic brain injury, autism spectrum disorder and deaf-blindness.

**Expulsion** shall mean the removal of a student from school for more than 10 days because the student has violated this code.

**IEP** shall mean an Individualized Education Plan to support a student with disabilities who requires specifically designed instruction and related services.

**Manifestation Determination** shall mean a review of the special education student's program and disability to determine if misconduct is related to the disability.

**Possession** shall mean physical control over property (whether lost, found, or stolen), such as clothing or bags and the contents contained therein.

**Suspension** shall mean the involuntary removal of a student from class attendance or school attendance for 10 days or less.

**Weapon** shall mean any tool or instrument used to inflict serious bodily injury of another person.

## **Rights and Responsibilities for Students**

Responsibilities and Rights of Students:

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

- be on time and attend school daily;
- put forth a conscientious effort in all school assignments;
- have knowledge of and conform to the school rules and regulations and applicable laws;
- use appropriate speech refraining from indecent, obscene or foul language
- report incidents or activities that may threaten or disrupt the school to a staff member;
- a public school education up to 21 years of age;
- not be excluded from public schools or from school privileges because the student is married, pregnant, has a disability, is eligible for special education services and programs or because of race, gender, color religion, sexual orientation (known or perceived), or national origin;
- not be subject of corporal punishment;
- be afforded discipline procedures as outlined in this document;
- request and receive interpretation and translation assistance for school-related matters if English is not their primary language

## **Responsibilities and Rights of Parents/Guardians:**

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

- ensure that their children between the ages of 5 and 21 enrolled in Michigan Great Lakes Virtual Academy attend school regularly in accordance with the laws of the State of Michigan.
- enroll their child in another school if he/she withdraws from Michigan Great Lakes Virtual Academy;
- present to the school administration any concern or complaint in a calm, reasoned manner;
- work with their child daily to ensure that student is completing assignments
- know the rule set forth in this code and review the contents with their child(ren)
- ensure that their child complies with all required testing and assessments, including but not limited to required state tests (M-STEP, MME, MI- Access, PSAT, SAT) DIBELS, USA Test Prep and STAR360, scheduled by Michigan Great Lakes Virtual Academy;
- ensure that their child receives the periodic health examinations required by law.
- receive regular official reports of their child's academic progress;
- inspect, copy, and challenge according to the appropriate guidelines any and all information contained in their child's records;
- receive an explanation for the basis of any grade given by the teacher;
- request a conference with the teacher and/or the principal;
- receive translations and/or interpretations of any written or verbal communications regarding their child

- and their child’s education;
- appeal disciplinary actions;
- receive reasonable accommodations for any disability to have access to participate in their child’s education, to the extent all parents are permitted to participate, upon request for such accommodation and proof of medical necessity.

## Student Infractions and Consequences

Disciplinary procedures shall be consistent with applicable requirements of the Michigan Code and IDEA. Student offenses dictate the severity of the consequence Michigan Great Lakes Virtual Academy will impose. In addition to the specific offenses set forth below, Michigan Great Lakes Virtual Academy has the right to discipline any student who engages in conduct that threatens the health, safety, or welfare of others or disrupts the learning environment. The appropriate consequence will be determined at the sole discretion of Michigan Great Lakes Virtual Academy in accordance with the law. A student has the right to certain discipline procedures as outlined in final section of this code.

| Rule  | Possible Consequence or Intervention for Infraction  |
|---|--|
| <p><b>Prohibition of Disruption of School</b><br/>           Students shall act in a courteous manner toward all members of the school and shall not disrupt any education or school-related program:<br/>           If a student fails to obey directions; uses beepers, cell phones, or telephonic devices during school function or in class; or fails to attend class without a valid excuse.</p>   | <p>Discuss incident with student.<br/>           Hold a disciplinary meeting with parents/guardians, student, and staff members.<br/>           Suspend student from school privileges.<br/>           Suspend from school if above interventions are not effective.<br/>           Failure to attend school without a valid excuse also holds student to truancy violations. These are outlined in the Attendance Policy.</p> |
| <p><b>Compliance with Dress Code</b><br/>           Students shall dress in accordance with the standards described below:<br/>           -pants must be worn on the waist so no undergarments are showing<br/>           -no halter tops, strapless garments, or garments revealing midriff may be worn to a school event<br/>           -no garments that reveal undergarments or that are see through may be worn to a school event<br/>           -no hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events<br/>           -no clothing that has profanity, drug or offensive slogans may be worn to school events<br/>           Note: This section is enforced for students when attending a school function such as testing, Michigan Great Lakes Virtual Academy Days Out, orientations, or other face-to-face event.</p> | <p>Discuss incident with student.<br/>           Hold a disciplinary meeting with parents/guardians, student, and staff members.<br/>           Suspend student from school privileges.<br/>           Suspend from school if above interventions are not effective.</p>   |
| <p><b>Prohibition of Offensive Language</b></p>   | <p>Discuss incident with student.</p>  |

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|--|---|
| <p>Students shall not use offensive language. Violation of this includes but is not limited to:</p> <ul style="list-style-type: none"> <li>-curses, uses vulgar obscene language</li> <li>-sending, forwarding offensive, sexually-oriented, or threatening messages, pictures or symbols of offensive nature.</li> </ul>  | <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>  |
| <p><b>Mandate of Academic Honesty</b></p> <p>Students are expected to maintain the highest standards of honesty in their work. Violation of this includes but is not limited to:</p> <ul style="list-style-type: none"> <li>-copying work from another person</li> <li>-plagiarizes work of another</li> <li>-using answer keys provided for learning coach</li> <li>-copies work from internet sources without proper citations</li> <li>-forges notes</li> <li>-shares test questions with others</li> </ul>   | <p><b>First Incident</b><br/>Express concerns and provide concrete examples of dishonesty.<br/>(K-8) Allow students to redo assignment and resubmit for a grade. (9-12) Citation submissions can be resubmitted. Any others receive a grade of zero (0).</p> <p><b>Second Incident</b><br/>Hold a disciplinary meeting with parents/guardians, student and staff members.<br/>All second incident assignments receive a zero (0) with no opportunity to make up.</p> <p><b>Third Incident</b><br/>Hold a face-to-face disciplinary meeting to discuss ways to eliminate academic dishonest behaviors.</p> |
| <p><b>Abuse of Computer or Internet Privileges</b></p> <p>Students shall respect the computer privileges granted to them.<br/>Violations include:</p> <ul style="list-style-type: none"> <li>-gives his/her password to another individual or uses another individual's account</li> <li>-illegally downloads copyrighted materials from the internet</li> <li>-visits sites on the internet which contain sexually explicit material</li> <li>-harms or destroys data of another student or person, the internet or other networks</li> <li>-creates, downloads, or uploads computer viruses; or</li> <li>-violates any rule outlined in the Acceptable Use Policy</li> </ul> | <p>Discuss incident with student.<br/>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p> <p>In addition to above measures students will be required to pay full restitution for acts of deliberate damage or graffiti. Costs for damage to school district property will include labor, materials, consulting fees and other costs associated with replacing or restoring the damaged property.</p>  |
| <p><b>Prohibition of Threats</b></p> <p>A student shall not communicate, directly or indirectly, any threat to another member of the school community that places him/her in fear of injury, pain, or ridicule. Serious threats to life or</p>   | <p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p>  |

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| <p>safety are included in the Bully Policy and will result in zero tolerance.</p>  | <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p> <p>If the threat is serious to an individual's life or safety, a student could be presented to the board for expulsion.</p>  |
| <p><b>Prohibition of Fighting</b></p> <p>Students shall refrain from mutual confrontations involving physical contact with any members of the school community.</p>  | <p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>   |
| <p><b>Prohibition of Tobacco Products and Paraphernalia</b></p> <p>A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.</p>  | <p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>   |
| <p><b>Prohibition of Drugs or Alcohol for Personal Use</b></p> <p>Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non-prescription medication.</p>   | <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Refer to Student Assistance Team.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p> <p>Follow up with the SAP team to get invention measures in place.</p> |
| <p><b>Prohibition of Bullying and Serious Threats</b></p> <p>Bullying of a pupil, whether by other students, staff, visitors, parents, guests, contractors, or volunteers, is prohibited. All students are protected under this policy, and bullying is prohibited without regard to its subject matter or motivating animus.</p> <p>Bullying is defined as any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly by doing any of the following:</p> | <p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p>   |

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|--|--|
| <p>Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils.</p> <p>Adversely affecting the ability of a pupil to participate in or benefit from the Michigan Great Lakes Virtual Academy’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.</p> <p>Having an actual and substantial detrimental effect on a pupil’s physical or mental health.</p> <p>Causing substantial disruption in, or substantial interference with, the orderly operation of the school.</p> | <p>Expulsion is also possible when the nature of the incident is serious or repeated.</p>  |
| <p><b>Prohibition of Harassment</b></p> <p>Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatens, intimidates or creates a hostile environment because of someone’s gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.</p>  | <p>Discuss incident with student.</p> <p>Hold a disciplinary meeting with parents/guardians, student, and staff members.</p> <p>Suspend student from school privileges.</p> <p>Suspend from school if above interventions are not effective.</p> |
| <p><b>Prohibition of Possession of a Weapon</b></p> <p>Students shall not possess any weapon as defined in this code’s glossary. A student violates this rule even if he/she did not intend to use such thing as a weapon.</p>   | <p>Michigan Great Lakes Virtual Academy has a zero tolerance policy on weapons violations.</p> <p>Students in possession of a weapon will go to an expulsion hearing.</p>  |

**Search and Seizure Policy**

To maintain order and discipline at school functions and protect the safety and welfare of students and school personnel, school authorities may search a student, student’s backpack or student’s vehicle in certain circumstances and may seize any illegal or unauthorized materials discovered during the search.

**Flag Salute**

A student may refuse to recite the Pledge of Allegiance or salute the flag based on the student’s religious conviction or personal belief. A student who declines to participate in this exercise shall stand quietly and respect the rights and interests of classmates who do wish to participate.

**Disciplinary Meetings and Action**

Discipline referrals to the administration are reviewed individually, consistent with the Code of Student Conduct. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved with minimal administrative intervention. In the best interests of the student and the school, several disciplinary options are available.

### **Procedures for Suspensions of 3 Days or Less**

Students who are suspended shall be afforded a conference with the administrator of the department before being suspended. During the conference, the student shall be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given an opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measure; and
- informed of the consequences of future infractions.

After the conference with the student, the administrator shall implement the recommended remedial measure and send the parent a disciplinary letter to inform them of the student's violation, the length of the suspension, and the day on which the student and parent/guardian are permitted to return to class.

### **Procedure for Suspensions of More than 3 Days**

Students who are suspended for more than 3 days shall be afforded an informal hearing. Parents of the students must be notified in writing when the suspension is between 3 and 10 days. The notification must afford the parent time to attend the hearing. When the suspension is in regard to health, safety and welfare the student may be suspended immediately. The hearing allows the students to meet with appropriate official to explain why he/she should not be suspended. During the hearing the student will be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given an opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measure; and
- informed of the consequences of future infractions.

### **Expulsion**

By definition, "expulsion" is any exclusion from school for a period of more than 10 days. Written notice describing the misconduct containing specific reference to the rules and the setting the times and place of the hearing must be sent to the student's parent or guardian. A formal hearing must be held and should be private unless requested by the parent or guardian to be public. The student:

- may be represented by an attorney;
- has the right to have the information on the prosecution's witnesses;
- has the right to testify and present witnesses on his own behalf; and
- has the right to appeal to the appropriate judicial authority

### **Discipline of Students with Disabilities**

If a student violates the Code of Student Conduct, before consequences or punishment are imposed, it must be considered whether the student has a disability evidenced by evaluation documents current or pending. While all students may be disciplined, it is unjust to punish a child when the offense is directly related to his disability or when the IEP is not implemented. Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement.

A "change in placement" is a legal term that applies to the following situations:

- the removal is for more than 10 consecutive days;
- the student has been subjected to a series of suspensions that constitute a pattern

If the offense and subsequent suspensions do not exceed 10 consecutive days nor constitute a pattern or suspensions using the Documentation of Pattern planning form, then it is not a change in placement and the student may be subject to the same consequence that school applies to all students who violate the Code of Student Conduct.

If the offense is a change in placement, the school team (including the parent or guardian) must hold a Manifestation Determination Review meeting within 10 days of the decision to remove the student to determine two issues:

- was the student’s misconduct caused by or directly and substantially related to the student’s disability; or
- was the student’s misconduct directly result of the school’s failure to follow the child’s IEP?

The parent/guardian must be provided a copy of the Special Education Procedural safeguards. If the team answers yes to either question, then the student’s behavior is a manifestation of his or her disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with the conduct at issue. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct at issue.

If all team members agree that the student’s conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct. If a student:

- possesses illegal drugs;
- is selling prescription drugs;
- carries a weapon; or
- causes serious bodily injury to another

either at school or during a school related activity, the school may immediately remove the student for up to forty-five (45) school days to an alternative or remedial disciplinary setting. Because drugs, weapons, and serious bodily injury are so dangerous to a safe school regardless of whether a child has a disability or even if the team believes that the behavior is a manifestation of the student’s disability.

To comply with the law, a 45-school day emergency removal for serious bodily injury must be serious, i.e. requiring medical treatment. During the forty-five (45) school day period, the school must convene a manifestation determination meeting. If the school determines that the conduct is a manifestation, the school may have the child re-evaluated, create or revise an existing behavior plan, or hold an IEP meeting to consider a more intensive special education placement upon the expiration of the 45-day alternative placement or sooner. If all team members determine that the conduct was not a manifestation of the student’s disability, then the 45-school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

If the parent disagrees with the team’s decision that the behavior was not a manifestation of the student’s disability, the parent may request a due process hearing to challenge this finding. If the hearing officer agrees with the parent, the students will remain in the school where the offence was committed unless the parent and the school agree otherwise.

### **Emergency Hearing for Dangerousness**

If a school has solid reasons to believe that keeping the student in his current school is “substantially likely to result in injury to the child or others”, the school consult with the Special Programs Director who may request an emergency hearing to ask a Hearing Officer to transfer the student to an alternative setting for up to 45 school days. Dangerousness may exist even if there is no Code of Conduct violation. It is a consideration based on serious safety concerns for the student and/or the school community.

### **Bullying and Cyber Bullying**

The Board of Directors of Michigan Great Lakes Virtual Academy has approved the following anti-bullying policy.

MICHIGAN  
STATE BOARD OF EDUCATION  
Anti-Bullying Policy  
Adopted by the MGLVA Board of Education on April 23, 2015

The Michigan Great Lakes Virtual Academy board of education recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

"Bullying" or "harassment" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or over-all well-being may be at issue.

"Bullying" is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

"Harassment" is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an

association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The Michigan Great Lakes Virtual Academy board of education expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Michigan Great Lakes Virtual Academy board of education believes that a comprehensive health education curriculum, within a coordinated school health framework, helps students attain knowledge and skills vital to school success, a productive workforce and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

The Michigan Great Lakes Virtual Academy board of education recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

The Michigan Great Lakes Virtual Academy board of education believes that standards for student behavior must be set through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, parents, and community members.

The Michigan Great Lakes Virtual Academy board of education believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students not to be part of the problem; not to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

The Michigan Great Lakes Virtual Academy board of education requires its school administrators to develop and

implement procedures that ensure both the appropriate consequences and remedial responses to a student or staff member who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

#### Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Note: In order to ensure students' perception of fair and impartial treatment, a student's academic or athletic status is not a legitimate factor for determining consequences. Consequences must be perceived as fair and impartial.

#### Factors for Determining Remedial Measures

- Personal
- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance
- Environmental
- School culture
- School climate and lack of connectedness
- Student-staff relationships and staff behavior toward the student
- Level of consistency in staff responses to bullying or harassing behaviors
- Level of consistency in application or severity of consequences given to students
- Staff-staff relationships witnessed by students
- General staff management of classrooms and other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation
- Range and number of opportunities for student engagement, involvement, and recognition for achievement (beyond academics and athletics)

Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students. Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the board of education's approved code of student conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

#### Examples of Consequences

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Referral to disciplinarian
- Out-of-school suspension
- Legal action
- Expulsion or termination

#### Examples of Remedial Measures

##### Strategies for Individual Behavioral Change:

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

##### Strategies for Environmental Change (Classroom, School Building, or School District):

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying

- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Learning Coach/Parent supervision during online sessions
- General professional development programs for certificated and non-certificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

The Michigan Great Lakes Virtual Academy board of education requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The Michigan Great Lakes Virtual Academy board of education requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

The Michigan Great Lakes Virtual Academy board of education prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Michigan Great Lakes Virtual Academy board of education prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

The Michigan Great Lakes Virtual Academy board of education requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable

acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff.

The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

*Updated April 23, 2015 State Board of Education Model Anti-Bullying Policy*

## **Where to go with Questions or Concerns**

Michigan Great Lakes Virtual Academy staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to seek solutions. Michigan Great Lakes Virtual Academy staff also realizes that parents and students do not always know what to do or where to seek out answers. Parents often give up and become frustrated if problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a problem:

**Step 1:** All concerns and issues should first be directed to the student's teacher. If a Michigan Great Lakes Virtual Academy teacher cannot resolve the issue (e.g., materials and computer issues) he or she directs the parent/responsible adult to the appropriate contact for assistance. The Michigan Great Lakes Virtual Academy teacher will monitor the concern to ensure resolution.

**Step 2:** If the issue or concern is about the Michigan Great Lakes Virtual Academy teacher, parents are advised to contact the Academic Administrator for that particular teacher (see School Directory).

**Step 3:** If the concern is not resolved at the teacher or lead teacher levels, parents/responsible adults are advised to contact the Head of School (see School Directory).

### **Informal Complaint Process**

Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. At the building level, programs may be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator reviewing the school harassment, intimidation and bullying policy without identifying the complainant, parent, guardian, or because Michigan Great Lakes Virtual Academy believes the complaint needs to be more thoroughly investigated.

## **Formal Complaint Process**

Anyone may initiate a formal complaint of harassment, intimidation or bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts will be made to increase the confidence and trust of the person making the complaint. Michigan Great Lakes Virtual Academy will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any school initiated

investigatory activities. The Head of School or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the school needs to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

1. All formal complaints shall be in writing. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation or bullying. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.
2. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that the district needs to draft a formal complaint based on the information in the officer's possession.
3. The compliance officer shall investigate all formal, written complaints of harassment, intimidation or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.
4. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the result of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.
5. The Head of School or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating that Michigan Great Lakes Virtual Academy intends to take corrective action; or that the investigation is incomplete to date and will be continuing; or that Michigan Great Lakes Virtual Academy does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.
6. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the Head of School's written response, unless the accused is appealing the imposition of discipline and the school is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.
7. If a student remains aggrieved by the Head of School's designee's response, the student may pursue the complaint as one of discrimination pursuant to The Michigan Great Lakes Virtual Academy Grievance Policy.

Students will be provided with age-appropriate information on the recognition and prevention harassment, intimidation or bullying, and their rights and responsibilities under this and other district policies and rule at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation and bullying.

## **Grievance/Complaint Policy**

### **Parent Complaint Response/Due Process Procedure**

The Michigan Great Lakes Virtual Academy is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. Michigan Great Lakes Virtual Academy prohibits discrimination against students/ families on the basis of disability, race, creed, color, gender, national origin or religion.

The student and parent(s), custodian(s), or legal guardian(s) should address in writing any concern or grievance to the Head of School. The Head of School responds within ten (10) working days. If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the Head of School's response, request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and responds within ten (10) working days. If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the Michigan Great Lakes Virtual Academy Board of Trustees. The Michigan Great

Lakes Virtual Academy governing body may address the complaint directly, or the family may file a complaint with the MI Secretary of Education (information can be found on the Michigan Department of Education website).

## **Attendance Policy**

The law in Michigan governing compulsory attendance requires a parent, legal guardian, or other person having control or charge of a child age six to sixteen to send the child to school during the entire school year, except under the limited circumstances specified in subsection (3) of MCL 380.1561.

Although the compulsory school attendance law does not apply to children under the age of six, a child who is at least five years of age by November 1 of the school year and is a resident of a school district which provides kindergarten work is entitled to enroll in kindergarten [MCL 380.1147].

The state of Michigan sets guidelines for the maximum age of a student while enrolled in public education (high school). The details of these guidelines are given in the State School Aid Act (MCL 388.1606) specifically in Section 6. A summary of these requirements can be found at: <http://mglvahs.weebly.com/overview-grades-and-credits.html>

### **Attendance Responsibilities**

- Attendance is logged daily in the Online School by parent/ Learning Coach.
- Schedules may be blocked or flexible; however, attendance in each course needs to be logged daily for a total of 7 hours.
- Extended family travel, except during normal school vacation periods, requires written notification and vacation contract approval by the Head of School or designee. This should be completed at least one week prior to the extended absence.
- All families must attend a Parent Orientation and the new students will attend “Introduction to Online Learning” course via the online school.
- The family must maintain regular communication with the Michigan Great Lakes Virtual Academy teachers.
- Students and parents/learning coaches must check their school email, and phone messages daily. Return response should be within 24 hours or on the next business day.
- Students must attend all required Blackboard Collaborate Live sessions for direct instruction as directed by their teachers.

**Reporting Absences:** Please email your teacher if your student will be absent and unable to attend ClassConnect sessions or log in to the OLS/LMS. Please state the reason for the absence in the email as well as the expected duration of the absence.

**Excused Absences:** The school recognizes student illness, death in the family, prior permission to leave school by parents and administrator, approved family vacations, approved college visitations, required court appearance, religious observations, family emergencies, counseling or administrative appointments to be excused. Remember that regardless of the absence reason students are expected to make up work in the OLS/LMS.

**Unexcused Absences:** An unexcused absence is an absence not recognized by state law or Michigan Great Lakes Virtual Academy. Unexcused absences may result in loss of credit for assignments missed.

**Habitual Truancy:** A truant is defined as a student who is willfully absent from school without the knowledge and consent of the parent and school, or absent from school when there is an attempt to evade the Michigan Compulsory Attendance Law. A “habitual truant” is defined as a student who is truant three times during any semester. A truant absence is considered an unexcused absence.

**Excessive Absences:** Excessive absences adversely affect a student’s academic performance and relationship with the school. Students who amass excessive absences or have long periods of a lack of engagement will fall under the truancy policy and may be withdrawn from MGLVA. Anytime a student has missed five (5) consecutive days due to an illness, a doctor’s **note** will be required.

## **Instructional Time**

As specified in Section 101 of the State School Aid Act (MCL 388.1701), a local school district must provide each pupil with the required minimum number of days and the required minimum number of hours of pupil instruction in each school fiscal year. Further, Section 101(3)(b) of the State School Aid Act requires that all districts provide at least 180 days of instruction. Section 553a of the Michigan School Code requires a cyber school to schedule at least 1,098 hours of instruction during a school year and to ensure that each pupil participates in the program for at least 1,098 hours.

Instructional time can occur at any time during the day and on any day of the week. Instructional time must directly relate to lesson objectives which are aligned to the Michigan Grade Level Content Expectations (GLCE).

The following criteria are counted toward instructional time:

- Pupil attended a live lesson from the teacher
- Pupil logged into a lesson or lesson activity and the login can be documented
- Pupil and teacher engaged in a subject-oriented telephone conversation
- There is documentation of an email dialogue between the pupil and teacher
- There is documentation of activity/work between the learning coach and pupil

Simply logging into the online school without attending any class connect sessions, spending time in courses working on assignments, and completing and turning in assignments, tests, or quizzes will count as an unexcused absence as it does not yield any instructional time.

### **Process for Attendance Monitoring**

Students are required to follow the school calendar. Instructional time can be entered on any day (e.g., weekends, holidays, etc.). Students are expected to log into the **OLS (K-5)/LMS (6-12)** each scheduled school calendar day.

**Truancy:** a student will be considered truant after 10 days of unexcused absences or lack of engagement.

The school employs several steps in dealing with non-attending/disengaged students, including:

- Sending an Attendance Matters email at 3 days of no activity in the online school. (Activity is defined by completing work in the online school – ie. Turning in a complete assignment, test, or quiz – or attending a class connect session).
- Phone calls and emails to families by 5 days of no activity in the online school.
- Truancy warning email at 7 days of no activity, as well as referral to our Student Attendance Specialist / Truancy officer.
- Learning Coach Attendance Course Sessions when a student has 7 or more consecutive absences/no activity days.
- Follow up phone calls from Advisors and our Student Attendance Specialist at 7-8 days no activity.
- At 7 days of non-attendance Families are required to attend a virtual Truancy Prevention Class Connect Session with our MGLVA Family Compliance Liaison/Truancy Officer.
- Sending certified letters to families between 9-10 days of no attendance, requesting school

attendance meeting or conference call with parents and signing of Action Plan/Attendance Agreement

- Conducting home visits to families at 10+ days of no attendance when applicable
- Informing the truancy officer for the ISD of where the student resides (the truancy officer may or may not follow up with the family)
- Informing the family via certified mail that the student is considered withdrawn at 15 or more days of no attendance/activity in the online school. When a family does not respond, given all of the abovementioned steps, it implies withdrawal.

**Doctor/Medical Excuses:** students must present doctors' notes when they are absent from school for three or more days consecutively due to illness. Parent should send doctors' notes to the assigned teacher through k-mail.

### **Extended Leave of Absence**

MGLVA understands that there are many reasons why students attend our school. There are times throughout the school year where those reasons would prevent a student from attending class for an extended period of time. An extended period of time is defined as more than three consecutive school days. If a student finds themselves in need of an extended absence, please request an Extended Leave of Absence form from the school office. A Family Support Liaison will be put in place to help the family work with the teachers and to help the student stay on track.

**Excuse Notes for Absence:** in order for an absence to be registered as excused, a parent or guardian must submit a written explanation to the teacher. Excuse notes or emails must state the student's name, the date of the absence, and the reason for the absence. The parent or guardian has three calendar days from the date of absence to submit the excuse through email.

**Educational Leave:** Pupils may be excused for educational trips not sponsored by the school according to the Michigan School Code. Please understand that it shall be the family's responsibility to contact the teacher(s) to determine what obligations must be met as a result of this proposed absence. Further understand that:

- No more than ten (10) days of absence will result.
- No absence will occur in the last ten (10) days of the school year.
- Experiences such as "Long Weekends" and "Vacations" will not justify any request
- Request must be submitted and approved 24 hours prior to the trip
- Requests will not be approved for time off during the state testing window.

**No Internet Access or Power Outage:** students who are unable to log into school or have a power outage must have an alternative plan to go to a public library/public location with computer access to do their school work. If the student does not have a back-up plan and cannot go to the library, the student must notify his or her teacher in order to legitimize the reason for the absence. If no notification, the absence will be considered Unexcused.

## **Testing Attendance Policy**

Michigan Great Lakes Virtual Academy, a Michigan public school, must follow the laws set by the Michigan Department of Education. According to MDE, all students in grades 3-8 and 11 are required to participate in state testing. Being a part of Michigan Great Lakes Virtual Academy means that some travel will be required for testing. Travel includes going to and from testing locations.

In June 2014, the Michigan Legislature required the Michigan Department of Education (MDE) to develop a new test for spring 2015, creating a need to reduce a normal three-year test development process to nine months. We have been working hard to accomplish this and are excited to announce our new assessment system called the Michigan Student Test of Educational Progress (M-STEP) and PSAT/SAT.

The M-STEP includes summative assessments designed to measure student growth effectively for today’s students. English language arts and mathematics are assessed in grades 3–8, science in grades 4 and 7, and social studies in grades 5 and 8. It also includes the Michigan Merit Examination in 11th grade, which consists of a college entrance exam, work skills assessment, and M-STEP summative assessments in English language arts, mathematics, science, and social studies. Student in grade 8-10 are required to take the PSAT assessment and student in 11<sup>th</sup>, and eligible 12<sup>th</sup> graders are required by the state of Michigan to take the SAT and WorkKeys assessments.

### Standardized Testing Attendance

Testing will be conducted at a variety of sites around the state. Efforts will be made to locate a testing site within an hour of your home. In certain cases it may be necessary to travel longer than an hour. These tests are given over a multi-day period depending on a student’s grade level. The following calendar shows the testing windows for Spring 2020.

| Assessment  | Week of |           |           |           |         |          |           |           |          |          |                 |                |                 |         |           |           |           |  |  |  |
|---|---------|-----------|-----------|-----------|---------|----------|-----------|-----------|----------|----------|-----------------|----------------|-----------------|---------|-----------|-----------|-----------|--|--|--|
|   | 2/3-2/7 | 2/10-2/14 | 2/17-2/21 | 2/24-2/28 | 3/2-3/6 | 3/9-3/13 | 3/16-3/20 | 3/23-3/27 | 3/30-4/3 | 4/6-4/10 | 4/13-4/17       | 4/20-4/24      | 4/27-5/1        | 5/4-5/8 | 5/11-5/15 | 5/18-5/22 | 5/25-5/29 |  |  |  |
| M-STEP Grades 5, 8, and 11                                  |         |           |           |           |         |          |           |           |          |          | 4 weeks         |                |                 |         |           |           |           |  |  |  |
| M-STEP Grades 3, 4, 6, and 7                                |         |           |           |           |         |          |           |           |          |          |                 |                |                 | 4 weeks |           |           |           |  |  |  |
| MI-Access Alternate Assessments                             |         |           |           |           |         |          |           |           |          |          | 7 weeks         |                |                 |         |           |           |           |  |  |  |
| College Entrance: SAT w/Essay*                              |         |           |           |           |         |          |           |           |          |          | 4/14 only       |                | Makeup 4/28     |         |           |           |           |  |  |  |
| Accommodated Testing Window                                 |         |           |           |           |         |          |           |           |          |          | 4/14 – 4/28     |                |                 |         |           |           |           |  |  |  |
| Work Skills: ACT WorkKeys                                   |         |           |           |           |         |          |           |           |          |          | 4/15 only       |                | Makeup 4/29     |         |           |           |           |  |  |  |
| Accommodated Testing Window                                 |         |           |           |           |         |          |           |           |          |          | 4/15 – 4/28     |                | Makeup 4/29-5/6 |         |           |           |           |  |  |  |
| PSAT 8/9 (grade 8)*   |         |           |           |           |         |          |           |           |          |          | 4/14            | Makeup 4/15-21 | Makeup 4/28-29  |         |           |           |           |  |  |  |
| Accommodated Testing Window                                 |         |           |           |           |         |          |           |           |          |          | 4/14 – 4/28     |                |                 |         |           |           |           |  |  |  |
| PSAT 8/9 (grade 9) and PSAT 10**                            |         |           |           |           |         |          |           |           |          |          | 4/14, 15, or 16 | Makeup 4/15-21 | Makeup 4/28-29  |         |           |           |           |  |  |  |
| Accommodated Testing Window                                 |         |           |           |           |         |          |           |           |          |          | 4/14 – 4/28     |                |                 |         |           |           |           |  |  |  |
| WIDA ACCESS for ELLs 2.0 and WIDA Alternate ACCESS for ELLs | 7 weeks |           |           |           |         |          |           |           |          |          |                 |                |                 |         |           |           |           |  |  |  |

\* Schools must administer the PSAT 8/9 for 8th grade and SAT with Essay on April 14, 2020 (unless students are approved with accommodations that designate them to test in the accommodated testing window).

\*\* Schools must administer the PSAT 8/9 for 9th grade and PSAT 10 on April 14, 15, or 16, 2020 (unless students are approved with accommodations that designate them to test in the accommodated testing window).

- Schools can choose which date works best for them as the initial test day.
- The same grade must test on the same day at the same time.
- Schools can administer multiple grades in one day.

\*The Spring 2020 calendar could be adjusted pending the finalization of Read by Grade 3 legislation policies.

NOTE: Paper/Pencil test dates for the M-STEP ELA, mathematics, science, and social studies assessments will occur on designated dates within the testing windows.

The school cannot guarantee that the student’s assigned teacher will be the test proctor. The school does attempt to assign teachers to testing sites where many of their students will be participating.

### Attendance FAQs

Q: When can I log attendance?

A: You are able to log attendance from your first day of school until the last day of school

Q: Where do I need to log my child’s attendance and how often?

A: Student attendance hours are logged in the attendance screen on the parent’s OLS and must be entered daily.

Q: Why should I log attendance?

A: In addition to meeting the legal attendance requirements for Michigan Great Lakes Virtual Academy and the

Michigan School Code, logging attendance provides you and your child with a log of the work accomplished.

Q: What are supplemental hours?

A: Provided that the child first completes the K12 coursework, attendance time may be logged if the child engaged in activities related to the course objectives. Contact your teacher before entering supplemental attendance time to ensure the additional activity you wish to include satisfies course objectives.

Q: What should I do if I forgot to log my child's supplemental hours?

A: You can go back to add hours after initially entering attendance. If you have already entered hours for the specified day and clicked the "submit" button, your teacher must add the hours for you. Contact your teacher for assistance in entering your supplemental hours.

Q: How many hours should my child log if he or she enrolled after the start of school?

A: Hours are prorated based on a student's start date. Students who start after the first day of school should follow the daily or weekly attendance guidelines outlined in the Instructional Time section of this handbook. Your teacher will also provide you with a prorated schedule.

Q: Do I log attendance for the actual time the lesson took or just the default time that comes up on the OLS?

A: You must log the actual amount of time it took for the student to complete the lesson(s) each day. If you consistently observe your student completing lessons before he or she accumulates the required amount of time, you may benefit from setting a time limit to each subject, rather than just expecting one lesson per day.

## **Confidentiality**

Every effort is made to maintain the confidentiality of students who attend Michigan Great Lakes Virtual Academy. Parent permission is required for a student's name or picture to be displayed in a public manner. Confidential student information is encrypted before being transferred over the Internet. The encrypted information can only be decrypted by another party authorized by Michigan Great Lakes Virtual Academy. Student files are accessible only to authorized employees of Michigan Great Lakes Virtual Academy who have an interest in the education of its students. Adults and students should not share their K12 Online School (OLS) username and password with any unauthorized individuals.

Whenever a parent or teacher believes the security of the OLS has been compromised, the parent can use the tools provided in the OLS to change usernames and passwords. Parents are advised to avoid using personal information in e-mails. Using the child's first initial rather than full name is preferred.

## **Health Policy**

All students must comply with the requirements of the State Immunization Code. The only exemptions to the school laws for immunizations are for medical reasons or religious beliefs. Medical Exemptions must be submitted in writing and must be signed by the child's physician. Religious exemptions must be submitted in writing and must be signed by a parent/guardian. Immunization records must be delivered to the school prior to acceptance for enrollment. Parents should request their child's health records from the previous school prior to starting school at Michigan Great Lakes Virtual Academy. Please contact the Michigan Great Lakes Virtual Academy office with any questions regarding health requirements.

## **Childcare**

MGLVA does not provide childcare.

## **McKinney – Vento**

The McKinney Act of 1987, or P.L. 100-77, ensures that each child of a homeless individual, and each homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth. The act has been amended and is considered the McKinney-Vento Act currently. Under the Act, schools are prohibited from delaying a homeless child's entry into school due to delays in obtaining school records. Rules regarding guardianship must be waived for homeless students living with foster parents or relatives other than their legal guardians. Individuals who would be considered McKinney-Vento students would be in housing temporarily and due to hardship, the housing is substandard or considered inadequate or a student is not living with a parent or guardian. If you feel you may be eligible for services or would like to review the MGLVA's Admission of Homeless Children and Youth policy please contact our Homeless Liaison: Rochelle Jefferson [rjefferson@mglva.org](mailto:rjefferson@mglva.org) (MGLVA Homeless Liaison) Phone #: 231-794-5999 ext 3220.

## **Physical Education**

Michigan Great Lakes Virtual Academy recognizes the important role of Physical Education in the education of our students. Michigan Grade Level Content Expectations (GLCE) for Physical Education recommends 30 minutes of PE each day.

Parents/guardians are an integral member of the student's educational team. The in-home nature of the "cyber-school model" requires parents to assume the primary responsibility for the implementation of physical education activities. Teachers will provide the learning coach with resources and information concerning the Physical Education GLCE. Students and learning coach can complete a log of hours and activities to match the GLCE and submit it to the teacher for verification. Students should receive an average of 150 minutes of physical education per week. Physical Education requirements for Special Education students should be aligned in conjunction with the prescription outlined in the child's IEP.

## **Academic Pacing**

In grades K-7, within the Michigan Great Lakes Virtual Academy program, every child progresses through the curriculum at his or her own pace. Decisions to advance in a course level are made jointly by the parent and teacher at any time of the year. Advancement of a student from one course level to the next requires the approval of the Michigan Great Lakes Virtual Academy administration. Every lesson is presented independently to each child at his or her own ability level. Students are required to master the course objectives before advancing to the next course level. This approach results in a solid foundation of core knowledge essential for success in the next subject level. Although the program is self-paced and individualized, students are required to progress and to achieve one grade level per school year as specified by state law.

## **Change of Home Address**

In the event you change addresses after initial enrollment, please send an email to the school office verifying the updated address. Be sure to include the names of all children associated with your household. You are to include in your email:

- Previous address and new address (Required)
- New phone if applicable
- Effective date of address change (Required)
- Proof of residency

In addition to the email, you are required to submit the following documents to our office within 10 days of receipt of this letter. Please be advised, the documents are state mandated for all enrolled students. Failure to submit the documents will cause your child to be out of compliance with state requirements.

Change of Data Form (complete and sign the form and submit one per child).

Proof of Residence (please see below for acceptable documentation of residency). Submit ONE of the following:

- Valid driver's license
- Valid non-driver's license
- Current utility bill (gas, water, electric, sewage, cable and land line phone)
- Current mortgage statement
- Current residency card
- Deed, vehicle registration
- Property tax bill
- Current credit card bill

## **Withdrawing from Michigan Great Lakes Virtual Academy**

Parents wishing to withdraw their children from the Michigan Great Lakes Virtual Academy must contact their teacher and complete a withdrawal form in order to fully process the withdrawal. The teacher will notify school officials of their decision. The Director of Operations or designee will confirm withdrawal date once the form has been received and arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

## **Supplemental Activities**

Parents seek to provide a fuller education for their child by enriching their child's curriculum with extra activities and family trips. These activities may be logged into the student's daily schedule and counted toward his or her mandatory hours of instruction if the activity directly relates to lesson objectives. It is necessary that the learning coach first discuss their supplemental activities with their students' assigned Michigan Great Lakes Virtual Academy teachers. This discussion must be before notifying the teachers of the hours that will be logged. This ensures that the supplemental activities are recorded in the appropriate area(s) of the curriculum. Michigan Great Lakes Virtual Academy invites students to participate in face to face classes with the Manistee Area Public Schools. Classes are held on Fridays and Ski Classes are held Thursdays throughout the winter. Parents are responsible for transportation for their students, but courses are offered to students at no cost.

## **Use of School Property**

Michigan Great Lakes Virtual Academy provides materials, computer, printer, books and other curricular supplies. All provided materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program. 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 are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

## **Objectionable Content Policy**

There may be times a parent considers certain lessons, books or materials objectionable for various reasons. The following process is used if a parent finds material objectionable; he or she should contact his or her Michigan Great Lakes Virtual Academy teacher via school email. Teachers will work with parents to find alternative lessons to meet the lesson objectives. An assessment for the lesson must be completed to show that the objectives have been met.

## **Student Records**

Student records are maintained at the Michigan Great Lakes Virtual Academy office. The Michigan Great Lakes

Virtual Academy provides parents with access to the academic records of their children. The access rights of parents consist of:

- The right to inspect and review the contents of educational records
- The right to obtain one copy of the education records at no charge, and additional copies, if requested, at a charge. These will be stamped as “unofficial.”
- The right to receive from school personnel an explanation and interpretation of the educational records
- The right to a hearing to challenge the contents of the educational records
- The right to bring an attorney or parent advocate to review educational records

A parent seeking access to the educational records may make a request by telephone or in person to the Head of School or designee. However, prior to reviewing and inspecting the educational records, a parent must sign an official request form. Access to educational records is granted within forty-five days of the receipt of the written request.

After examining their child's educational record, parents may request a hearing to challenge the contents of the record. The purpose of the hearing is to establish the accuracy of the record. At an informal meeting between the parents and the Site Administrator or designee, an attempt is made to answer any questions raised by the parents. If the questions are not resolved, a formal hearing is conducted in the office of the Head of School.

In general, the school may not permit access to, nor release of, educational records to third parties without the consent of the child's parents or guardians. However, educational records may be released without the consent of parents to another public-school system to which a pupil transfers. Pupil directory information, which includes: the pupil's name; address; date and place of birth; photographic likeness; major field of study; dates of attendance; degrees and awards received; and participation in officially recognized activities and sports may be released without the consent of the parents unless the school is notified annually by the parents not to release the information without their prior written consent. State law provides that the following additional conditions will apply regarding the educational records of special needs students:

- If you have asked to see your child's records, you must be allowed to do so prior to a conference regarding an individualized education program and prior to a hearing regarding the identification, evaluation, or placement of your child.
- You may designate another person to examine your child's records, if you wish to have further advice. You may ask for a list of the types and locations of the records kept about your child.

The Michigan Great Lakes Virtual Academy has a schedule for the destruction of Special Education records of students who have been out of the program for at least five years. You will be sent a notice by mail at a time shortly before the student's records would be destroyed and advised of your right to obtain them for your own use or the student's use. It is your responsibility to provide the school with your current address so that you will receive the notification. You should do so by sending your address, the student's name, and birth date to Michigan Great Lakes Virtual Academy.

Parents/legal guardians may contact the office to obtain a copy of student records. A copying fee may be assessed. If parents/responsible adults change their address, telephone, e-mail address, or place of employment, they are asked to notify their children's teachers immediately. Parents are responsible for keeping contact information current within the account setup section of the OLS.

### **Internet Service Provider (ISP) Reimbursement Program**

Families who meet all the following ISP Reimbursement Requirements will be reimbursed at the rate of \$12.95 per eligible month. Reimbursement checks are sent at the end of June/July.

#### Requirements:

- Student must be enrolled on the last day of the school year
- Student must meet academic progress guidelines outlined in student Individual Learning Plans (ILP's)
- Student must have 100% of required attendance logged
- Student must complete required State Standardized Testing

Only one ISP reimbursement eligible per family/household.

Parent ISP Reimbursement Forms, along with supporting statements must be received/postmarked by June 30<sup>th</sup>-the end of the current school year. Please request the form from your Homeroom Teacher or Jan Dulaney, MGLVA Administrator, at: [jdulaney@k12.com](mailto:jdulaney@k12.com), by fax: 231-794-6416, or by mail: MGLVA, Madison Rd, Manistee, MI 49660.

### **School Supplies**

Michigan Great Lakes Virtual Academy provides most curriculum items needed to participate in school. There are

times when household and consumable items are needed to complete a lesson. Be sure to use the Advanced Planning feature through the Online School to assist with upcoming lessons requiring certain materials. A suggested school supply list is provided by the teacher at the beginning of the school year. Additionally, some elective High School courses may have specific hard/software requirements. Refer to the High School Course Catalog for details and planning.

#### **Printer Ink Usage Guidelines**

Printer ink is expected to be used sparingly and only for school needs. We encourage families to use the student pages instead of printing. Michigan Great Lakes Virtual Academy does not provide printer ink cartridges or refills. Refills are the responsibility of the family. In order to conserve ink, it is recommended that your printer is set to always print in fast draft mode. To set for fast draft mode:

- Go to your Start menu
- Go to Printers and Faxes
- Right click on your printer name
- Scroll down to Properties
- Click on the Advanced tab
- Click on Printing Defaults
- In the drop-down menu under Print Quality, choose Fast Draft
- Click Apply, then click OK

### **Family Education Rights and Privacy Act (FERPA)**

Michigan Great Lakes Virtual Academy maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Penn Data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents. Records can be maintained electronically, on paper, microfiche, audio and videotape. Records can be located in the central administrative offices of the Michigan Great Lakes Virtual Academy, electronic storage systems and in the secure possession of teachers, school administrators, specialists,

psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

Records are maintained as long as they remain educationally relevant. The purposes of collecting and maintaining records are to:

- ensure that the child receives programs and services consistent with his or her IEP;
- monitor the ongoing effectiveness of programming for the child;
- document for the public school and the parents that the student is making meaningful progress;
- satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation, and fiscal and program audits; and
- inform future programming for and evaluations of the child. When educational records, other than those which must be maintained, are no longer educationally relevant, the public school must notify the parents in writing and may destroy the records or, at the request of the parents, must destroy them. Public schools are not required to destroy records that are no longer educationally relevant unless the parent requests in writing.

When educational records, other than those required, are no longer educationally relevant, the public school shall notify parents in writing and may destroy records or, at the request of the parents, may destroy said records. Public schools are not required to destroy records that are no longer educationally relevant unless the parent requests in writing.

The Family Educational Rights and Privacy Act (FERPA), affords parents and students over 18 years of age (“eligible student”) certain rights with respect to the student’s educational records. They are:

- the right to inspect and to review the student’s educational records within 45 days of the date Michigan Great Lakes Virtual Academy receives a request for access.
- the right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading.
- the right to consent to disclosure of personal information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
- the right to file a complaint with the U.S. Department of Education concerning alleged failures by Michigan Great Lakes Virtual Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW Washington, DC 20202-4605

Parents or eligible students (age 18 and above) may ask Michigan Great Lakes Virtual Academy to amend a record that they believe is inaccurate or misleading. They should write the school administrator, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If Michigan Great Lakes Virtual Academy decides to not amend the record as requested by the parent or eligible student, notice will be given to the parent or eligible student of the decision. Information will be given advising him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be included to the parent or eligible student when they are notified of the right to a hearing.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is: a person employed by Michigan Great Lakes Virtual Academy as an

administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom Michigan Great Lakes Virtual Academy has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. Upon request, Michigan Great Lakes Virtual Academy discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

(Note: Directory information includes the following information relating to a student: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.)

### **Advanced Learners Program**

The Advanced Learners Program (ALP) is a supplemental enrichment program for K-8 students who are one or more grade levels ahead of their age appropriate grade level in a core subject, have been identified as gifted through a previous program, and/or are recommended to the program by their teacher or parents. Students in the ALP are supported with accelerated course planning, topic enrichment, and other activities and instructional strategies that include invitations to National Learning Circles. Participants in the ALP are expected to maintain adequate progress and achievement. If you feel that your child would benefit from the program, contact your teacher for more information.

### **At-Risk Program**

Michigan Great Lakes Virtual Academy supports the academic achievement of all students, particularly those most at risk. It is a priority to build strong parent/teacher/student relationships and address the specific needs of individual students. The At-Risk Program at Michigan Great Lakes Virtual Academy uses an early intervention process to identify and to serve struggling students. This process includes parents, teachers, and administrators. It uses a multi-tier model of service delivery, problem-solving methods to make decisions, and research-based, scientifically validated interventions/instruction. If a teacher identifies an area of weakness for any student and prescribes intervention strategies and activities supplementing daily curriculum, it is expected that the student would follow the prescribed plan which could include mandatory Blackboard Collaborate sessions. Attendance is expected and student participation required. Additional assignments may be requested, but if a student does not participate, he or she will be subjected to the attendance policy.

### **Counseling Opportunities**

Michigan Great Lakes Virtual Academy will provide all students with a developmentally appropriate comprehensive school counseling program. The school counseling program guides students through a systematic approach to developing the academic, personal/social and career skills of each student. Michigan Great Lakes Virtual Academy will use a combination of curriculum, web-based tools, and strategies that have demonstrated success. The school counseling program is a key piece of school's mission to make all students college and career ready as they prepare for the complex demands of the 21st century.

Michigan Great Lakes Virtual Academy 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 outreach, education and support services, facilitating community resources and referral programs
- Individualized academic advisement and graduation planning, ensuring all students graduation on time with the most rigorous course selection,
- College and postsecondary education counseling and web tools that guide students through the preparation, selection, application, and admissions processes

## **Special Education Services**

Michigan Great Lakes Virtual Academy's Special Education program meets the individual needs of students by using specially-designed instruction with a standards-based curriculum in the virtual environment. Frequent assessment of student progress is necessary. We deliver special education programming and related services to Michigan Great Lakes Virtual Academy students at no cost to the parent or guardian. Students with disabilities needing special education must receive a free appropriate public education (FAPE). These services conform to the student's Individual Education Program (IEP).

## **IDEA**

The 2007 Amendments to the Individuals with Disabilities Education Act (IDEA) mandate that every school district in the country develop a system to identify children (from birth through age 21), with disabilities, who live in that specific district. Michigan Great Lakes Virtual Academy will make a concerted effort to identify, to locate and to evaluate children through 21 years of age who enroll in Michigan Great Lakes Virtual Academy and have a confirmed or suspected disability, in accordance with all federal regulations and state standards. In addition, it shall be the policy of Michigan Great Lakes Virtual Academy that children with disabilities, as well as their parents/guardians, shall be provided with safeguards as required by law, throughout the identification, evaluation, and placement process and to provide these children with a free, appropriate, public education.

## **Special Education Screening**

Michigan Great Lakes Virtual Academy screens and evaluates children to determine eligibility for special education and related services. We undertake screening activities before referring most children for a multidisciplinary team evaluation. Screening activities consist of the following:

- on-going analysis of the child's response to instruction and performance on statewide and district-wide assessments
- periodic vision and hearing assessments by the school nurse and review of the results of physical examinations by school or private physicians as mandated by the Michigan Public School Code
- baseline assessment and analysis of the child's response to individualized academic or behavioral intervention over an extended period. Such intervention-based screening occurs when requested by the child's teacher, parents, or other concerned school personnel.

For information about the dates of various screening activities by Michigan Great Lakes Virtual Academy, please contact the school directly. Parents of preschool-age children (three through five) may obtain information about screening activities, or may request a screening of their children by calling or writing their local School District, Early Intervention Services.

## **Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI)**

MTSS/RtI is a viable means to intervene prior to academic failure. Using MTSS/RtI, Michigan Great Lakes Virtual

Academy can identify students at risk for poor learning outcomes, monitor student progress, and provide evidence-based interventions. These interventions can be adjusted as needed depending on a student's responsiveness.

Michigan Great Lakes Virtual Academy (MGLVA) will have a documented process for identifying "at-risk" students, built on Michigan's "responsiveness to intervention" and the multi-tiered system of supports (RTI/MTSS) framework. MGLVA stands ready to provide parents and students with the support they need to have a successful academic experience. MGLVA will implement a system of three tiers for providing interventions to help all students.

All students in MGLVA are a part of Tier I, with the general education teacher supporting the regular MGLVA/ K12 school curriculum in two ways:

- Reviewing, recording, and analyzing STAR360 results and all state-mandated testing
- Creating a differentiated Individual Learning Plan (ILP) for each student, based on their age appropriate grade level and on curriculum placement levels.

For Tier II, the general education teacher and/or subject specific specialists provide extra support and attention to students whose progress and test scores show gaps in skills acquisition. In Tier II, the general education teacher and/or subject specific specialists begin a program of one to three research-based intervention strategies (best practices) and documentation of these strategies over a 6-week period, including at least four assessments. If a student responds to Tier II intervention strategies, the student can remain at this level of support or return to Tier I, when mastery of skills occurs.

If a student does not respond to Tier II, the student is referred for a Tier III Student Meeting, which is attended by members of the MTSS/RTI Committee. The MTSS/RTI Committee (which will meet bi-weekly) gives additional support to the teacher and the parent/guardian, implementing and reviewing additional, more intensive strategies for the student's specific needs. Depending on student response to more intensive interventions, a student may remain in Tier II (if he or she shows marked improvement) or may be referred for a meeting to determine if further diagnostic evaluations and possible Special Education services are warranted. Teachers at MGLVA will receive continuing professional development regarding MTSS/RTI and the role it plays in our school.

## **Services by Disability**

Special Education services are collaborative teamwork among the parent, teachers, and therapists to provide a systematic problem-solving approach for a quality education to each student. All members of the Michigan Great Lakes Virtual Academy school community believe that varied instructional practices and learning environments benefit all children.

Services by disability area are as follows:

- Autism Spectrum Disorder Visual Impairment
- Hearing Impairment
- Cognitive Impairment
- Severe Multiple Impairments
- Traumatic Brain Injury
- Emotional Impairment
- Physical Impairment
- Early Childhood Development Delays
- Specific Learning Disability
- Speech and Language Impairment
- Deaf-Blindness

- Other Health Impairments

## **Commitment to Serve Students**

Michigan Great Lakes Virtual Academy is committed to the full implementation of NCLB and IDEA. When students with special education needs are given the support necessary for success as outlined by their IEP, we believe they can achieve at the same high standards that are required for all students enrolled in our school. Therefore, we will ensure that our enrolled students with special education needs will have full access to those curricular offerings aligned to Michigan Standards.

## **504 Service Plan**

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in, or access to, an aspect of the school program. For more detailed information regarding Section 504, please refer to the MGLVA 504 Procedures Manual.

## **Student Support Team (formerly, FAST)**

Michigan Great Lakes Virtual Academy is happy to provide a Student Support Team for our MGLVA students and families. Upon your enrollment at MGLVA you will be contacted by your students Advisor. Beginning in SY 19-20 all students at MGLVA (K-12) will have a dedicated Advisor as their point of contact for the school year. Our Community Engagement Specialist (CES) will also reach out upon your enrollment and entrance to MGLVA to facilitate our Orientation dedicated to our Learning Coaches. This orientation is required so please be sure to attend right away so you can have a successful school year. In addition, your students Advisor will facilitate daily short orientation sessions for students during their first week and beyond. These are designed to help support you and your student as you acclimate to the online environment and ensure you have a strong start with us here at MGLVA. This student support team member will ensure you know the requirements of our program, how to navigate the various platforms, how to access your child's daily plan, how to log attendance, and how to participate in our online classrooms (Blackboard Collaborate) with the teachers and peers.

The Student Support Team is also here to support you throughout the school year as needs arise. If your student, or you as the LC, struggles throughout the year with engagement in the online environment, becomes truant, or experiences a life road block, your child's teacher or Advisor may refer you to our support team so we can work alongside you and help to provide more intensive support for you so that your student can experience a successful school year. The Student Support Team, and your child's Advisor, is simply an additional layer of support to provide wraparound support in conjunction with your teachers and other school personnel as applicable.

A referral to the second tier of the Student Support team is not punitive; we are here to offer support to you and help you and your student have a successful school year. Working with a Support Team Member, you will develop a Back on Track (BOT) plan individual to your needs, that will help facilitate this success. When working with your Advisor with a BOT in place, your student is considered to be on a Tier 2 level, with the general school population being Tier 1. Your Advisor, or other support team member, will work closely with you to monitor your progress and provide assistance and accountability – meeting with you via phone, online conference, email, etc., about once a week. ***Following the back on track plan, as well as meeting with your support team member or advisor weekly is***

**a requirement when at Tier 2.**

Should your student not complete the requirements of his/her BOT, your Advisor/support team member will escalate your student to Tier 3 where a meeting with school administration will take place, and withdrawal from MGLVA could become a real possibility. Please know it is the Student Support Team’s purpose and goal to support you and your student and to provide assistance to foster your child’s academic success.

**Student Support Team Roles & Responsibilities**

Throughout the school year you may be involved with several different Student Support Team Members at MGLVA. Each role on the Student Support Team plays a vital part in the success of our school and families, and we are here to help support you in any way we can. The chart below highlights some of the roles and responsibilities of our Student Support Team Members. Please reach out if you need that additional support layer throughout the school year – we are ready to help!



**Title I Parent Involvement Policy**

Michigan Great Lakes Virtual Academy (MGLVA) ensures that parent involvement is an integral and significant component of the total school program. The Parent Involvement Policy has been developed collaboratively with parents, instructional staff, and administrators. Parents are consistently invited to become involved in the process of school and overall program improvement. In addition to meeting several times each school year, the Title I Coordinator meets with Parents at least once annually to review and revise the existing Parent Involvement Policy in compliance with Section 1118 of the ESEA laws governing Title I programs. **Section 1118 (b) MGLVA** Parent Involvement Policy was developed with Parents and is distributed to Parents who have children identified as a Targeted Title student, attending MGLVA in compliance with Title I, Part A Elementary and Secondary Education Act (ESEA) . The existing school Parent Involvement Policy may be amended to include the requirements in Section 1118 (b-h).

- The policy can be accessed on the school’s website and the K12 Strong Start Website ([www.mglva.k12start.com](http://www.mglva.k12start.com)).

**Section 1118 (c) (1) MGLVA** shall convene an annual Title I meeting at a convenient time, to which all parents of participating (Title I) children shall be invited and encouraged to attend, to inform parents of their school’s participation in the Targeted Title I Program and to explain the requirements of Title I and the right of the parents to be involved in Title I programming.

- The annual meeting will be held in the first quarter of each school year.

- Parents, MGLVA Staff, and Administration are invited to a Class Connect session (Blackboard Class Connect).
- The Class Connect session will be available in recordings and parents can send responses to the Title I Coordinator, who will share with MGLVA Administration.
- Parents involved in the MGLVA Parent Targeted program will review Title I requirements and their right to be involved in Title I programs as a participant or as a facilitator.

**Section 1118 (c) (2) MGLVA** shall offer flexible meeting times for parents. Parent meetings include academic based topics that provide resources, tools, and strategies that help improve student academic preparation and academic achievement.

- MGLVA Targeted meeting sessions are provided virtually and will be made available as recordings on the MGLVA website <http://MGLVA.k12.com> and the K12 Strong Start Website (and [www.MGLVA.k12start.com](http://www.MGLVA.k12start.com)).
- Monthly face-to-face parent meetings within 5 regions of Michigan will be coordinated by the Title I Coordinator. The Title I Coordinator will provide face to face Meet and Greet sessions during peak enrollment times. Face to face meetings provide additional opportunities for academically focused enrichment activities for families. These sessions may be facilitated by MGLVA Instructional Staff, MGLVA Support Staff, and Parents.

**Section 1118 (c)(3) MGLVA** shall involve parents, in an organized, ongoing, and timely way, in the planning, review and improvement of programs under Title I, Part A including the planning, review and improvement of the school level Parent Involvement Policy and the joint development of the schoolwide Title I program plan.

- MGLVA Leadership Team updated the existing Parent Involvement Plan 2016.
- MGLVA Targeted Title Parents reviewed and updated The Parent Involvement Policy annually and provided feedback.
- Parents met with the Title I Coordinator to provide feedback on specific sections of the Parent Involvement

### **Family Advisory Board (FAB)**

The concept of the family advisory board is based on a belief in the importance and power of shared leadership. Parents, faculty, administration, and the community work together to provide advice regarding school policies in accordance with the vision of the school and the policies of Michigan Great Lakes Virtual Academy. The primary function of the advisory board is to provide advice and assistance to the HOS-principal leadership team (Head of School and Principal). Advisory board members offer their experience and expertise to strengthen the decision-making process. This assistance is provided through the function of committees such as: planning, policy development, outings, LC volunteers and academic participation/support.

### **Academic Programs**

#### **The Elementary Program (Grades K-5)**

The Elementary Program (Grades K-5): The Michigan Great Lakes Virtual Academy elementary teachers will maintain contact with students via telephone conferences, Class Connect online lessons, face-to-face conferences, Michigan Great Lakes Virtual Academy gatherings, and during standardized testing participation. Through these contacts the teacher will develop clear instructional learning goals for each student and monitor progress towards these goals throughout the school year.

As expected, students identified as “at-risk” will hold a higher priority of contact as determined by the teacher and the parent. Students with IEP’s will also require more interaction. The regular and special education teachers will work in cooperation to ensure the increased interaction.

### **Academic Advancement (Grades K-5)**

It is important to understand that the decision to advance a student to the next course or grade level is made jointly by the parent and teacher. The decision focuses on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of the Michigan Great Lakes Virtual Academy and the K12 curriculum. Michigan Great Lakes Virtual Academy understands children do not learn at the same rate or in the same manner. The program offers families flexibility in scheduling and instructional strategies. Michigan Great Lakes Virtual Academy focuses on mastery of lesson objectives, encouraging families and students to spend the time needed daily and throughout the year to reach mastery of most lesson objectives.

Michigan Great Lakes Virtual Academy allows students to advance to the next course level at any time of the year up to April 30. Parents and teachers evaluate every student's course level and grade level prior to the conclusion of the current school year. This evaluation does not affect course level changes, which can be made at any time up to April 30. Together, the Michigan Great Lakes Virtual Academy teacher and parent arrive at a decision on the advancement of the student. Advancement of a student from one course level to the next requires the approval of the Michigan Great Lakes Virtual Academy administration. Sufficient progress in all courses is expected before course level advancement in one area may be considered.

### **K-5 Promotion and Retention**

Throughout the school year, Michigan grade level standards will be measured for all Michigan Great Lakes Virtual Academy students in grade K-5. At the end of each quarter, a snapshot will be created for each student that outlines actual course progress and expected progress for that point in the school year. Learning goals will also be defined from student- teacher interaction along with results from local assessments, integral programs such as Study Island, work submissions, and K12 Online School. The learning goals will be monitored for the entire school year. At the end of the 2nd and 4th quarter, a more detailed report will be sent including an update on proficiency in grade level standards. For more information on Michigan state standards please go to:

[http://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_65510---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html)

It is imperative that all students attend each scheduled individual teacher conference, participate in all local assessments – either face-to-face and/or Blackboard Collaborate, and attend testing (if applicable). As their progress is monitored, students may be asked to attend supplemental tutoring sessions for additional instructional support. These are integral tools for gathering information about individual strengths and weaknesses and monitoring ongoing progress to ensure student success. These measures also help in determining mastery levels which will be reported on the student's progress reports. Promotion or retention for the next grade level will be determined as the cumulative results of the student's progress and achievement for the school year are analyzed at the end of the academic year.

Michigan Great Lakes Virtual Academy's goal is not to make all children alike, but to foster individual strengths and help each child develop to his or her fullest potential. Please note, if your child is receiving special education services, the learning goals that have been created and recorded on the students IEP for him/her will supersede this list of grade level standards; however, assessment on grade level standards may still occur.

### **Online School (OLS) Progress**

The K12 curriculum is outstanding and helps students master state standards. Therefore, it is always recommended that students master all core lessons on the Online School. The goal will be 100% progress unless otherwise determined by the teacher.

Teachers will provide a list of assignments from the Online School that should be submitted directly to the teacher. This work will allow the teacher to give detailed feedback. It is important that students master and retain their work and not just work through assignments. If at any time it becomes clear that a student has not mastered work that is marked complete, the lessons may need to be completed again. In addition, students should have their own

student account and should not have access to teacher guides or answer keys.

If a student's work ever shows evidence of intentional or unintentional academic dishonesty, the student lessons will be marked incomplete and the student must complete the work again. Any future instance of academic dishonesty will result in disciplinary action. Teachers will also meet with students individually in Blackboard Collaborate or by phone to assess mastery of content.

Communication with the student's teachers is another key to our unique partnership. Students who ask for assistance from their teachers have shown greater success in this type of virtual model. To assure that students are meeting mastery, each student and parent must be available to attend weekly and bi-weekly conferences set up by the teacher, as well as weekly homeroom meetings, and Classroom Connect sessions. Students need to attend and to interact with their teachers and other students during these sessions. Experience has taught us that students who become actively engaged with their teachers and other students achieve at a higher level.

### **The Middle School Program (Grades 6-8)**

The K12 Online Middle School is an extension of the Online High School and is designed to empower, engage, and help students achieve even better academic results through:

- **School landing pages** that provide a beautiful and welcoming experience.
- **Plans and to-do lists** that help students stay on top of their schoolwork and activities.
- **Announcements** that keep students, teachers, and learning coaches up-to-date and informed.
- **Powerful course management tools** that allow teachers to tailor curriculum to best meet the unique needs of their students.
- **Increased independent learning & teacher interaction** for middle grade students.
- **Reduction in time** required from a **Learning Coach**

At the center of the Michigan Great Lakes Virtual Academy Middle School program is the Michigan Great Lakes Virtual Academy student. In Middle School the focus begins to shift towards more independent learning for students.

#### **Students are required to:**

- attend daily live class connect sessions
- log in daily
- communicate with teachers and other staff (school email, phone, etc.)
- follow course calendar and announcements
- complete assignments on (or before) due dates before the end of each day
- spend 60-75 minutes in each course each day
- read teacher feedback and use it to improve their work on future assignments
- communicate directly with the teacher when they have any questions or problems related to the curriculum

The role of the parent or another responsible adult acting as a Learning Coach (LC) in the home is crucial to the success of most students. The learning coach can be a parent or guardian, or any adult who the parent/guardian establishes as a Learning Coach.

#### **Learning Coaches are responsible for:**

- confirming and entering attendance daily
- ensuring Internet connectivity

- reporting/resolving of any technical issues (K12 Customer Support – 866-512-2273)
- ensuring that students are completing required assignments daily and submitting assignments on time
- assisting student with assignments, to the extent that they are comfortable doing so
- ensuring that students take advantage of all the resources available to them to succeed in school
- communicating with Michigan Great Lakes Virtual Academy teachers when a concern or need arises

### **Middle School Grading Policies**

Graded activities in the Michigan Great Lakes Virtual Academy middle school level courses will be assigned points. A student’s final grade will reflect the actual points earned, compared to the total points possible. Teachers will use these points to assign letter grades, according to our grading policies. Students and mentors can access the current grades for all courses by viewing their accounts in the LMS or the My Info area, at any time during the semester. Students are responsible for their own work on unit tests and quizzes. Students are not allowed to share work with other students on unit tests quizzes. Unless otherwise noted, tests and quizzes are not “open book” assignments. If a student does not complete his own work or shares his work with others on unit tests and/or quizzes, he/she will not receive credit for the work.

Students must cite sources in all assignments. Students risk not receiving credit for work that does not appropriately cite sources. If a student uses information from a source, but does not cite the source, the student could receive a zero for that assignment and may be suspended or expelled from Michigan Great Lakes Virtual Academy.

### **Middle School Academic Dishonesty Policy**

Academic integrity is highly valued at Michigan Great Lakes Virtual Academy. Incidents involving plagiarism and cheating are serious offenses that warrant immediate administrative attention. Students are required to submit original work. They are obligated to cite the sources of all references they use. See also Student Rights and Responsibilities Behavior Guidelines for additional information regarding this policy.

Non-citation infraction:

- 1st incident = counseling on correct use of citations, zero on assignment with ability to redo
- 2nd incident = grade of zero on assignment
- 3rd incident = grade of zero on assignment and administrative review

Note: Turnitin.com is used to ensure plagiarism does not occur within assignments.

### **Middle School Grading Scale**

|               |               |
|---------------|---------------|
| A 4.0 93-100% | C 2.0 73-76%  |
| A- 3.7 90-92% | C- 1.7 70-72% |
| B+ 3.3 87-89% | D+ 1.3 67-69% |
| B 3.0 83-86%  | D 1.0 63-66%  |
| B- 2.7 80-82% | D- 0.7 60-62% |
| C+ 2.3 77-79% | F 0.0 0-59%   |

### **Middle School Report Cards**

Report cards are emailed to students and learning coaches after grades are finalized and report cards are made through our systems. If you need a copy of your report cards, please reach out to your teacher or the main office and they can supply it to you.

## **Academic Advancement in the Middle School**

It is important to understand that the decision to advance a student to the next course or grade level is made jointly by the parent and teacher. The decision focuses on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of the Michigan Great Lakes Virtual Academy and the K12 curriculum. Michigan Great Lakes Virtual Academy understands children do not learn at the same rate or in the same manner. Michigan Great Lakes Virtual Academy focuses on mastery of lesson objectives, encouraging families and students to spend the time needed daily and throughout the year to reach mastery of all grade level standards.

Michigan Great Lakes Virtual Academy middle school, like the high school, is structured into semesters. Students can make up missing or late work throughout the semester but at the end of each semester there are strict deadlines so teachers can finalize grades. Teacher graded assignments like projects, writing assignments, etc. are due two weeks prior to semester end. Exceptions are at the teacher's discretion.

## **The High School Program (Grades 9-12)**

This section of the handbook is designed to help you to build and maintain your relationship with the Michigan Great Lakes Virtual Academy's High School program. Michigan Great Lakes Virtual Academy is a public charter school. One of the key success factors of the High School Program is developing relationships between the school and the students' support network. A critical component of this relationship is trust, which comes through the sharing of critical information, meaningful and regular communications, the setting of clear expectations and living up to our mutual commitments.

### **Summary of High School Model**

K12 Inc. utilizes their Learning Management System (LMS) to provide the online school campus and courses. The school campus site features school announcements, messages from the administration, access to important documents, club and organization information, guidance counseling resources, and courses- all combined into one interactive and easy to use interface. The student calendar which shows assignments and due dates for all courses in one easy to use tool, helps students to stay on focus in every course. Courses provide dedicated tools, like a teacher syllabus and announcements, a Raise Your Hand area to ask course-related questions for their teachers, easy to use online assessments, and an electronic drop-box for assignment submission. These 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 may deliver lectures live or online, but most of the time students work through expertly designed lessons online which allows students to follow their own personal daily schedules. They serve to instruct, to provide practice and exploration and to assess student learning daily, based on a minimum pace and a schedule that fits each student. Teachers post announcements and indicate the lessons, activities and assessments to be completed each week on the course calendar. All work assigned for a single week must be received on the dates indicated, but may be accepted up until midnight of the Sunday of that week without penalty.

The Michigan Great Lakes Virtual Academy's High School program is primarily asynchronous – students work according to their own individual daily schedules. Teachers provide asynchronous and synchronous – live support. Course activities may include:

- Reading online text and transcripts
- Viewing moving and static images and streaming video
- Listening to audio recordings and pronunciations
- Linear and interactive animations and simulations

- Hands-on and virtual activities
- Threaded discussions with teachers and fellow students in a section, cohort or group
- Teacher announcements
- Online self-check exercises
- Teacher-created instructional materials

Student learning will continue to benefit from close relationships among parents, students, Advisors, teachers and other support personnel. For students to achieve mastery of high school level courses, the instructional component will rely heavily upon skilled subject-specific teachers who will serve as coaches and guides through a clearly defined, high-quality curriculum. Parents or caring adults (referred to as mentors), will still be crucial as motivators and coaches. However, students' academic success in virtual high school will depend upon the student's level of engagement with the curriculum and interactions with their teachers.

At the center of the Michigan Great Lakes Virtual Academy High School program is the Michigan Great Lakes Virtual Academy student. We currently provide the K12 curriculum and services to students ninth through twelfth grade. Students are required to:

- attend daily sessions virtually and synchronously
- log in daily
- communicate with teachers and other staff (school email, IM, phone, etc.)
- follow course calendar and announcements
- complete assignments on (or before) due dates before the end of each day
- spend 60-75 minutes in each course each day
- submit assignments on or before the due date directly to their teacher via the "drop- box" in each course
- read teacher feedback and use it to improve their work on future assignments
- communicate directly with the teacher when they have any questions or problems related to the curriculum, or if they need a due date extension

The role of the parent or another responsible adult acting as a Mentor in the home is crucial to the success of most students. The mentor can be a parent or guardian, or any adult who the parent/guardian establishes as a Mentor.

Mentors are responsible for:

- confirming and entering attendance daily
- ensuring Internet connectivity
- reporting/resolution of any technical issues or missing materials
- ensuring that students are completing required assignments daily and submitting assignments on time
- assisting student with assignments, to the extent that they are comfortable doing so
- ensuring that students take advantage of all of the resources available to them to succeed in school
- communicating with Michigan Great Lakes Virtual Academy teachers when a concern or need presents itself

Every student has an expert teacher for each course. Teachers are state-certified in the subject area they teach, and may be assisted by partner teachers who are experts in a particular curriculum area. Teachers set due dates for assignments, and then grade, provide feedback, and return assignments to students. Teachers answer student questions via k-mail and phone, and hold weekly live content sessions during which students and parents can attend for more clarity on difficult topics. Teachers provide one-on-one and small-group instruction to students who are experiencing difficulty with certain topics. Teachers communicate directly with students and parents/mentors regarding the student's progress and missing/late assignments. Special Education teachers ensure that students with Individual Education Plans (IEPs) receive the accommodations and adaptations required to ensure their success and compliance with their IEP.

### **Advanced Placement Courses**

MGLVA offers AP courses for our 11th and 12th grade students. Upon enrolling with MGLVA, students should let their counselors know if they are interested in taking AP classes. At that point the AP coordinator will be notified of the request. Students will take the AP exam at a high school near them. It is the responsibility of the student to find a school near them where they can take the AP exam, register with that school, and pay for the exam themselves.

### **Honors Courses**

Students looking to take more rigorous classes at MGLVA are encouraged to take honors classes. Before a student can be placed in an honors class, the student and their Learning Coach must sign an Honors Contract. Once enrolled in an honors class, a student must complete the required work with at least an 80%. If a student does not achieve at least 80% on their semester report card, they will not be placed into an honors class for the next semester. If a student wishes to take honors courses but starts with MGLVA more than four weeks after the semester has started, the student will not be placed in honors classes. The student will have an opportunity to take honors classes during the next semester, just not the semester they are currently enrolled in.

### **High School Grading Policies**

Graded activities in the Michigan Great Lakes Virtual Academy high school-level courses will be assigned points. A student's final grade will reflect the actual points earned, compared to the total points possible. Teachers will use these points to assign letter grades, according to their grading policies. Students and mentors can access the current grades for all courses by viewing their accounts in the LMS or the My Info area, at any time during the semester.

Students are responsible for their own work on unit tests and final exams. Students are not allowed to use notes, quizzes, or textbooks on unit tests and final exams, unless indicated in an IEP. Students are not allowed to share work with other students on unit tests or final exams. Unless otherwise noted, tests and quizzes are not "open-book" assignments. If a student does not complete his own work or shares his work with others on unit tests and/or final exams, he/she will not receive credit for the work. He/she will also face the risk of suspension or expulsion from Michigan Great Lakes Virtual Academy.

Students must cite sources in all assignments, tests and exams. Students will not receive credit for work that does not appropriately cite sources. If a student uses information from a source, but does not cite the source, the student will receive a zero for that assignment and may be suspended or expelled from Michigan Great Lakes Virtual Academy.

### **Academic Dishonesty Policy**

Academic integrity is highly valued at Michigan Great Lakes Virtual Academy. Incidents involving plagiarism and cheating are serious offenses that warrant immediate administrative attention. Students are required to submit original work. They are obligated to cite the sources of all references they use. See also Student Rights and Responsibilities Behavior Guidelines for additional information regarding this policy.

Non-citation infraction:

- 1st incident = grade of zero on assignment
- 2nd incident = grade of zero on assignment and administrative review. Citation infraction
- 1st incident = counseling on correct use of citations
- 2nd incident = grade of zero on assignment
- 3rd incident = grade of zero on assignment and administrative review

Note: Turnitin.com is used to ensure plagiarism does not occur within assignments.

## Evidence of Mastery

Grades will be determined based on how students perform on teacher graded activities within each course.

Graded activities may include:

- Online or paper-based worksheets and practice sets
- Quizzes
- Exams (e.g. Unit, Semester, Final)
- Threaded-discussions
- Essays, research papers, and other writing assignments
- Presentations

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the semester students can view their grades in the Student Progress Report. Your teachers, administrators and parents also have access to your grade information.

## Grading Scale:

|    |     |         |    |     |        |
|----|-----|---------|----|-----|--------|
| A  | 4.0 | 93-100% | C  | 2.0 | 73-76% |
| A- | 3.7 | 90-92%  | C- | 1.7 | 70-72% |
| B+ | 3.3 | 87-89%  | D+ | 1.3 | 67-69% |
| B  | 3.0 | 83-86%  | D  | 1.0 | 63-66% |
| B- | 2.7 | 80-82%  | D- | 0.7 | 60-62% |
| C+ | 2.3 | 77-79%  | F  | 0.0 | 0-59%  |

## Credits

All students will be placed in 9th, 10th, 11th, or 12th grade using the credit scale below.

0-4.99 Credits – 9th Grade

5-9.99 Credits – 10th Grade

10-14.99 Credits – 11th Grade

15- 22 Credits – 12th Grade

## Conversion of credits

MGLVA understands that different schools use different units of measurement for calculating their credits. If a student comes to MGLVA and does not have listed the standard 0.5 credit per class per semester the following actions will be taken by the counselors:

- The former school will be contacted to verify how their credits are calculated
- Based on the conversation, the counselor will enter credits on the transcript accordingly
- If it is determined that the student earned less than 0.5 credit because the class was not mastered, the credit will be placed under the “general elective” category and the student will need to take the class again

## Home School Credits

Students coming to MGLVA from home school will be asked to take a test in each of the core subjects that are listed on the home school transcript. If a student passes the test with at least 60% credit will be awarded.

## Credit Recovery

Credit Recovery classes will be assigned on a case by case basis. Enrollment in a credit recovery class will only occur once the counselor has explained the class format to the student. A student will receive the letter grade earned for the class but the transcript will reflect that the grade was earned through a credit recovery class.

## Personal Curriculum

According to Section 380.1278 of the Revised School code, general education students have a right to a personal curriculum if doing so will allow them to graduate high school in a timely manner with a diploma. The PC 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 MMC requirements and students who need to individualize learning requirements to meet the MMC requirements. A personal curriculum can be implemented in the following areas:

- Modify the Algebra II content
- Go beyond the academic credit requirements by adding more math, science, English Language Arts, or world language credits in place of Health, PE, VFPA, or Social Studies.
- Modify credit requirements for a student who transfers from out of state or from a nonpublic school in the 11th or 12th grade and is unable to meet the MMC requirements.

If a student is interested in a personal curriculum, the follows steps will be followed:

- Parent, student, or school personnel requests a PC
- Request is reviewed to determine if a PC is needed
- PC team meets, including student, parent, counselor, and teacher of related subject area that will be modified
- An agreement is written and signed by the PC team as well as the school principal or head of school
- PC is implemented
- Progress is monitored by the school and the PC counselor

Upon completion of the PC and all other high school classes, the student is awarded a high school diploma

### **Dual Enrollment**

Michigan Great Lakes Virtual Academy allows its students to take a maximum of two dual enrollment courses per semester when students are able to meet the following requirements:

- Students/LC's must consult with their counselors first to determine eligibility for dual enrollment.

### **Guidelines for Dual Enrollment**

- Currently or beginning 11th or 12th grade (Grade level is based on cumulative credits earned.)
- Has a cumulative GPA of at least 2.7.
- Must have taken at least one of the state tests (PSAT, ACT, SAT).
- Must be passing current courses at the time of the application (IE. Must be passing current MGLVA fall courses when applying for Winter Semester Dual Enrollment).
- Must take all testing required by MGLVA

School counselor and administration reserve the right to deny or allow student's participation in dual enrollment. Students/Learning Coaches/ and school administration will all sign a dual enrollment contract/document agreeing to the above items. The school has a set amount of funds set aside for dual enrollment tuition. If there is a balance left after the school has sent the prorated amount, the student/family is responsible for the outstanding fee. If a student drops out of DE course(s) after the college's official dropout date, he/she is responsible for refunding the amount used for tuition back to MGLVA. The student must follow ALL of the college's and MGLVA's important academic dates. Committing plagiarism or any other academic infraction is automatic grounds for withdrawal from dual enrollment and will make student ineligible for dual enrollment while actively enrolled MGLVA.

## Destinations Career Academy of MGLVA (DCA)



The Destinations Career Academy at Michigan Great Lakes Virtual Academy (MGLVA) is an innovative, tuition-free online program that combines traditional high school academics with industry-relevant, career-focused electives—giving students a jump-start on their college and career goals. While working toward their high school diplomas, students can choose from a variety of courses in these high-demand career fields: Business Management, Health Science, Finance, and Marketing. Michigan-certified teachers provide live online instruction and tailor teaching to student needs. Students can participate in career-oriented clubs, gain workplace skills, and prepare to take industry-recognized certification exams in their chosen career path upon graduation.\*

Career-focused courses are based on the knowledge and skills required for each career pathway in the following in-demand career fields:

- **Business Management:** Careers in finance, marketing, and planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Learn more about [Business Management](#).
- **Health Science:** Careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. Learn more about [Health Science](#).
- **Finance:** Careers in recording, classifying, summarizing, analyzing, and communicating financial information/transactions; managing and implementing capital structure; budgeting; acquisition and investment; financial modeling and planning; funding; dividends; and taxation decision-making. Learn more about [Finance](#).
- **Marketing:** Careers in planning, directing, and providing marketing communications, strategy, advertising, promotion, and public relations activities. Learn more about [Marketing](#).

### Business Management

#### Which pathways are offered?

- **Administrative Support**—This pathway prepares students to work in an office setting to create spreadsheets; manage databases; prepare presentations, reports, and documents; and engage with customers and coworkers.
- **General Management**—This pathway prepares students to lead and manage others, improve processes and policies, and manage a range of personnel issues and concerns while focusing on the bottom line.

#### What types of jobs can my student learn about and prepare for?\*

Some of the jobs include:

- Administrative Assistant
- Administrative Services Manager
- Customer Service Representative
- Human Resources Manager
- Office Manager

#### What is the salary outlook?\*

Salaries vary depending on the job title, experience, and location but approximate sample career salaries include:

- Administrative Assistant—\$38,880/year
- Administrative Service Manager—\$96,180/year
- Customer Service Representative—\$33,750/year

*\*Some of these jobs require additional education and certifications once a student graduates from high school.*

*Bureau of Labor Statistics, U.S. Department of Labor, [Occupational Outlook Handbook](#). Website last modified date: Friday, April 12, 2019.*

#### Which industry-recognized, in-demand certifications and exams can my student prepare for?

- Microsoft Office certifications (up to four, each attainable in one semester)

- The National Occupational Competency Testing Institute (NOCTI) Business Information Processing Exam
- The NOCTI General Management Exam
- A\*S\*K Business Institute Fundamental Business Concepts Exam
- A\*S\*K Business Institute Entrepreneurship/Management Exam

## Health Science

### Which pathways are offered?

- **Therapeutic Services Pharmacy Tech**—This pathway prepares students to assist licensed pharmacists in providing health care and medications to patients in medical settings such as hospitals, clinics, pharmacies, and labs.
- **Therapeutic Services—Sports Medicine**—This pathway prepares students in the knowledge, skills, practices, and theories encompassed in the health and safety of athletes.

### What types of jobs can my student learn about and prepare for?\*

Some of the jobs include:

- Pharmacy Technician
- Pharmaceutical Sales Representative
- Athletic Trainer
- Massage Therapist

### What is the salary outlook?\*

Salaries vary depending on the job title, experience, and location, but approximate sample career salaries include:

- Pharmacy Technician—\$ 32,700/year
- Athletic Trainer—\$47,510/year
- Massage Therapist—\$41,420/year

*\*Some of these jobs require additional education and certifications once a student graduates from high school.*

*Bureau of Labor Statistics, U.S. Department of Labor, [Occupational Outlook Handbook](#). Website last modified date: Friday, April 12, 2019.*

### Which industry-recognized, in-demand certifications and exams can my student prepare for?

- Pharmacy Technician Certification Exam
- Certified Coding Associate (CCA) American Health Information Management Association (AHIMA)

## Finance

### Which pathways are offered?

- **Business Finance**—This pathway prepares students manage policy and strategy and implement them for an organization's capital structure, budgeting, acquisition and investment, financial modeling and planning, funding, dividends, and taxation.
- **Accounting**—This pathway prepares students for careers that record, classify, summarize, analyze, and communicate a business's financial information and transactions for use in management decision-making. Accounting can include bookkeeping, systems design, analysis, and interpretation of accounting information.

### What types of jobs can my student learn about and prepare for?\*

Some of the jobs include:

- Accountant
- Financial Analyst
- Auditor
- Bill and Account Collector
- Controller
- Benefits Specialist

### What is the salary outlook?\*

Salaries vary depending on the job title, experience, and location but approximate career sample salaries include:

- Benefits Specialists—\$63,000/year
- Accountant—\$70,500/year
- Bill and Account Collector—\$36,020/year

*\*Some of these jobs require additional education and certifications once a student graduates from high school. Bureau of Labor Statistics, U.S. Department of Labor, [Occupational Outlook Handbook](#). Website last modified date: Friday, April 12, 2019.*

#### **Which industry-recognized, in-demand certifications and exams can my student prepare for?**

- The National Occupational Competency Testing Institute (NOCTI) Financial and Managerial Accounting Exam
- NOCTI Accounting Basic Exam
- NOCTI Accounting Advanced Exam
- A\*S\*K Business Institute Finance Exam

## **Marketing**

#### **Which pathways are offered?**

- **Entrepreneurship**—This pathway prepares students to formulate policies and direct the operations of a business, corporation, nonprofit, or other organization. In small firms, this may involve assuming advertising, promotions, marketing, sales, and public relations responsibilities.
- **Marketing Communications**—This pathway prepares students to plan, coordinate, and implement marketing strategies, advertising, promotion, and public relations activities.

#### **What types of jobs can my student learn about and prepare for?\***

Some of the jobs include:

- Customer Service Representative
- Promotions Manager
- Accountant Executive
- Art/Graphics Director
- Copywriter
- Media Buyer/Planner
- Public Relations Manager

#### **What is the salary outlook?\***

Salaries vary depending on the job title, experience, and location but approximate sample career salaries include:

- Customer Service Representative—\$33,750/year
- Copywriter—\$62,170/year

*\*Some of these jobs require additional education and certifications once a student graduates from high school. Bureau of Labor Statistics, U.S. Department of Labor, [Occupational Outlook Handbook](#). Website last modified date: Friday, April 12, 2019.*

#### **Which industry-recognized, in-demand certifications and exams can my student prepare for?**

- Microsoft Office certifications (up to four, each attainable in one semester)
- Certiport Entrepreneurship and Small Business Management Certification Exam
- The National Occupational Competency Testing Institute (NOCTI) Advertising and Design Job Ready Assessments
- A\*S\*K Fundamental Marketing Concepts Exam

*\*Many Microsoft® Office certificates can be earned after completing one course. Other certificates require more classes to be better prepared, and students who attend Destinations for at least two years will have further exposure to career readiness education courses to be best prepared for certification testing.*

#### **For questions specific to the Destinations Career Academy at MGLVA, please contact:**

Lori Johnson, CTE Academic Administrator: [lorjohnson@k12.com](mailto:lorjohnson@k12.com)

Laura Van Wormer, CTE Program Coordinator: [lvanwormer@k12.com](mailto:lvanwormer@k12.com)

### **NCAA Eligibility**

Students who aspire to participate in athletics at the college and university level need to select high school courses that are accepted by the high standards of National Collegiate Athletic Association. Students need to be in contact with their counselor by the end of their sophomore year so that the counselor can monitor the student's classes and the NCAA application process. It is the student's responsibility to register with the NCAA eligibility center and pay the registration fee (currently \$75).

### **Graduation Requirements**

In accordance with Michigan Revised School Code 380.1278a and b and Michigan Great Lakes Virtual Academy academic standards, all students must complete all course requirements. Please pay close attention to the new credit breakdown and where you need to earn credits.

### **Honors Courses**

Students looking to take more rigorous classes at MGLVA are encouraged to take honors classes. Before a student can be placed in an honors class, the student and their Learning Coach must sign an Honors Contract. Once enrolled in an honors class, a student must complete the required work with at least an 80%. If a student does not achieve at least 80% on their semester report card, they will not be placed into an honors class for the next semester. If a student wishes to take honors courses but starts with MGLVA more than four weeks after the semester has started, the student will not be placed in honors classes. The student will have an opportunity to take honors classes during the next semester.

### **Graduating Early/Number of Courses**

Students at MGLVA take 6 courses each semester. However, MGLVA recognizes that there are times when taking more than 6 courses during a given semester/school year will allow a student to graduate early or on time. If such an incident occurs, it is at the discretion of the counselor to determine if the student is able to handle more than 6 classes at a time. If the counselor feels the student is able to handle more than 6 classes, then the student will be given more than 6 classes. While 6 classes is the minimum number of classes each semester that a student needs to take, 8 is the maximum number of classes. Only students in grades 11 and 12 will be considered for more than 6 classes each semester. Please note: if a student wishes to graduate early, he or she will need to apply for early graduation and be approved by the counseling department and administration.

### **Graduation Honors**

During the graduation ceremony seniors will be recognized in the following manner: Grade Point Average (rounded to the nearest hundredth.)

- Honors cord awarded to students with a cumulative GPA of 3.5 or higher
- Medals awarded to Valedictorian and Salutatorian

### **Graduation Requirements for Seniors**

If a graduating student wishes to participate in the graduation ceremony, course work must be completed by the Wednesday prior to graduation. No exceptions will be made. In addition, any student eligible for graduation must have met the following requirements:

- Completion of MME testing
- Passing of all MMC required classes and at least 22 credits

### **Valedictorian/Salutatorian**

Valedictorian: the student in the graduating class that has the highest cumulative GPA.

Salutatorian: the student in the graduating class that has the second highest cumulative GPA.

In order for a student to qualify for Valedictorian/Salutatorian they must meet the following criteria:

- Have the highest/second highest GPA
- Complete the final year (two semesters) of school at MGLVA.

## Course Requirements

|                                    |                                  |
|------------------------------------|----------------------------------|
| 4 Credits – Math                   | 3.5 Credits – Electives          |
| 4 Credits – English                | 0.5 Credits – Career Planning    |
| 3 Credits – Social Studies/History | 0.5 Credits – Physical Education |
| 3 Credits – Science                | 0.5 Credits - Health             |
| 2 Credits – World Language         | 1 Credit Fine Art                |
| *22 Credits Total                  |                                  |

## Certificate of Completion

Minimum graduation requirements are established by the State of Michigan and the Michigan Department of Education and are known as the Michigan Merit Curriculum (MMC). A diploma shall not be awarded unless a student successfully completes all of the credit requirements in MCL 380.1278a and 380.1278b.

A local school district/board may issue alternative certificates such as Certificate of Completion (COC) for students who do not meet all of the requirements of the Michigan Merit Curriculum. A Certificate of Completion, however, has no legal standing as a substitute for a diploma. MDE does not recognize COC's, nor do they describe what requirements for them are. It is a local district decision regarding whether to offer some type of certificate; and it also is up to the local district to determine the certificate completion criteria.

### MGLVA Board Policy for Certificate of Completion:

The MGLVA School Board authorizes the Head-of-School/Superintendent to establish the requirements for an alternative curriculum of coursework that is closely aligned to the Michigan Merit Curriculum diploma requirements.

The MGLVA School Board will award a Certificate of Completion to a student who successfully completes the requirements of an alternative curriculum or pathway. Students who achieve the COC may participate in the graduation ceremonies. No ceremonial distinction will be made between those who receive Michigan Merit Curriculum diplomas and those who receive a certificate of completion.

In Michigan, a Certificate of Completion award (COC) does end entitlement to special education services - only a regular high school diploma or reaching the age of 26 years old can end special education rights. However, just because a student may have rights to special education until age 26, does not mean they need them in order to transition into post-secondary adulthood. It is an IEP team decision to determine the needs of the student.

Students who earn a Certificate of Completion at MGLVA may still need further special educations services or programs into adulthood - beyond what MGLVA offers - after they complete the COC requirements at MGLVA. This could include such services such as an adult transition center in a student's local area, or similar program run by a local Intermediate School District (ISD) or Regional Educational Service Agency (RESA). MGLVA will support such a transition if/when the IEP team determines it is most appropriate.

MGLVA encourages IEP teams to begin discussing high school pathways of completion (MMC diploma or COC) starting in upper elementary, and into middle school. This falls in line with expectations from MDE under the Career Development Plan (CDP) model.

IEP teams are mandated to determine an appropriate course of study in the transition planning of a student, that is both reasonable and realistic, based on the transition or other data that is available, and in consideration of the students' disability, long-term needs, and functional performance.

MGLVA students earning a COC should have a case file open with an outside agency (such as Michigan Rehabilitation Services or other as appropriate) during the junior and senior year - or earlier if determined appropriate by the IEP team.

Students in the COC programs will be informed of age of majority decision-making rights, leading into the year they turn 18, unless there is documentation of guardianship to another relative/adult, such as specific family members. It is in a family’s best interest to pursue this, if necessary, in advance of a student turning 18.

TYPES OF CERTIFICATES AT MGLVA:

MGLVA has two “Pathways” to a Certificate of Completion: Pathway One (Service Learning) and Pathway Two: Alternate Curriculum/Functional.

PATHWAY ONE: To be qualified for Certificate of Completion (in lieu of a MMC diploma), a student must:

- Have the appropriate designation in Section 3 in his/her IEP;
- Have an updated EDP that has been reviewed by guidance counselor or designee;
- Participate in district and state testing requirements, including the Michigan Merit Exam.
- Students must meet the expectations of the MDE CDP (Career Development Plan) model (19-20 and beyond).
- Students in Pathway 1 (Service Learning) will complete 22 total credits of courses (can be GE and/or SE combination - see year-by-year progression).
- GE participation and course outcomes will be based modified grading standards (credit/no credit) based on teacher rubric.
- With the guidance of a school counselor and the case manager (SE teacher), students in Pathway 1 will take classes (GE and/or SE) that best help them meet their post-secondary goals in the Transition plan, as well as Transition activities.
- Students in Pathway 1 will complete a resume by end-of-senior year related to their work-based learning experience and other personal strengths.
- Completion of this program will occur when these guidelines are met:
  - 22 earned credits (GE and/or SE)
  - Completion of transition activities related to post-secondary outcome
  - Completion of the Talent Portfolio CDP requirement, as well as at least one year of work-based learning experience within the last two years of the student’s schooling.
  - Completion of a post-secondary training and goals - to finish post-secondary goals in training education (example: Community College enrollment and/or other trade or technical school, such as Michigan Career Technical Institute - MCTI)

**Certificate of Completion – Service Learning Program Overview of Courses  
4-Year Plan**

|   |  |
|---|--|
| <p>9th Grade*/**:</p> <p>English Foundations I<br/>Math Foundations I<br/>World History<br/>Physical Science<br/>Health/PE<br/>Service Learning</p> | <p>10<sup>th</sup> Grade*/**:</p> <p>English Foundations II<br/>Math Foundations II<br/>US History<br/>Earth Science<br/>Art or Music<br/>Service Learning</p> |
|---|--|

|   |   |
|---|---|
| 11 <sup>th</sup> Grade*/**:<br>Summit English 108A<br>Pre-Algebra<br>Geography/Elective Course<br>Environmental Science/Forensic Science<br>Service Learning<br>Elective Course | 12 <sup>th</sup> Grade*/**:<br>Summit English 208A<br>Consumer Math<br>Contemporary World Issues<br>Service Learning (Senior Project)<br>Elective Course<br>Elective Course |
|---|---|

**\*Subject to change with IEP Team decision**

**\*\*Students must also complete additional Portfolio program requirements to be eligible for completion (example: Work-based learning experience)**

**PATHWAY TWO: Eligibility for the Certificate of Completion (Alternate Program/Curriculum)**

1. Students who transfer to MGLVA High School from a program for mild or moderate C.I. students are eligible to participate in MGLVA’s Pathway 2 - based on alternate standards and curriculum.
2. Students in this program must have, or functional as if they have, a mild, moderate, or severe cognitive impairment.
3. Students who are not eligible as C.I. currently, must have adaptive behaviors testing in the impaired range, done through psychological testing to be in this program.
4. The IEP team has determined that MMC is not a reasonable or realistic course of study in Section 3 of the IEP.
5. Students in Pathway 2 will participate in GE electives courses (art, music, PE) under modified grading standards and credit/no credit criteria- and can be supported by co-teaching.
6. Student’s IEP goals are based on Common Core Essential Elements.
7. Students in this program will still meet the criteria of MDE’s CDP (Career Development Plan) model - In particular a meaningful and relevant Talent Development Portfolio.
8. Completion of this program will occur when these guidelines are met:
  - a. Unique Learning System Curriculum is complete in ELA and Math
  - b. Student’s talent portfolio is complete (CDP and EDP)
  - c. Transition Plan activities and services are complete
  - d. **Student has attended and participated in enrichment electives courses (examples: art, PE, music, health), as appropriate or determined otherwise by IEP team. (Pass/fail criteria)**

**Certificate of Completion Program (Unique Curriculum Courses for ELA and Math)  
Proposed 4-Year Plan**

|  |   |
|--|---|
| 9 <sup>th</sup> Grade*/**:<br>Related Services (Attendance)<br>Life Skills (HS attendance)<br>Tutoring (Attendance)<br>Unique Learning System (Attendance)<br>Elective<br>Elective | 10 <sup>th</sup> Grade*/**:<br>Related Services (Attendance)<br>Life Skills (HS attendance)<br>Tutoring (Attendance)<br>Unique Learning System (Attendance)<br>Elective<br>Elective |
| 11 <sup>th</sup> Grade*/**:<br>Related Services (Attendance)<br>Life Skills (HS attendance)<br>Tutoring (Attendance)   | 12 <sup>th</sup> Grade*/**:<br>Related Services (Attendance)<br>Life Skills (HS attendance)<br>Tutoring (Attendance)  |

|   |   |
|---|---|
| Unique Learning System (Attendance)<br>Elective<br>Elective | Unique Learning System (Attendance)<br>Elective<br>Elective |
|---|---|

**\*Subject to change with IEP team decision**

## Report Cards and Transcripts

Report cards are not mailed out to students at the end of semesters. If a student wishes to receive their report card, they would need to contact their counselor and request their report card.

There are two types of transcripts that a student can request: unofficial transcripts and official transcripts.

Unofficial transcripts can be requested of the students' counselor. The counselor will send the transcript to the student or Learning Coach requesting the transcript. Official transcripts are request by a students' new school.

Information about requesting official transcripts can be found at: <http://mglvhs.weebly.com/withdrawalsrelease-of-records.html>

## Scheduling

During the second semester of each school year, students will meet 1:1 with their counselor where they will decide which core classes to take for the next school year as well as their elective classes.

## Schedule Change Deadline

Changes to a students' schedule will only be considered during the first two weeks of the semester. Once the first two weeks have passed, no schedule changes will be considered. A request for a schedule change does not guarantee that a change will be made. Schedule changes must be in alignment with the student's EDP and approved by the counselor.

## Substitution of Credits

All students graduating from MGLVA will meet the state requirements as given by the MDE. If a student transfers from another school, MGLVA will accept credits from the previous school. Below is a list of classes from previous schools and how MGLVA will apply the credit:

| Class from Previous school                 | How MGLVA will award credit   |
|--|-------------------------------|
| Physical Science                           | Chemistry/Physics requirement |
| Choir                                      | Art                           |
| Band                                       | Art                           |
| Weight training/conditioning/swimming/etc. | Physical Education            |
| Health and wellness                        | Health                        |
| JROTC/ROTC                                 | Physical Education            |

Tech courses will not count as VFPA credits unless directly specified on a students' transcript

## Testing Out

According to the Michigan Merit Curriculum Law, Section 380.1278(a)(4)(c), if a student feels that they have already mastered the content of a given core course, the student is able to test-out of the course. If a student would like to test out of a given course, the following steps will need to occur:

- No later than August for fall term or December or winter term, a student must inform their counselor of their desire to test-out of a class
- The student will fill out a form formally requesting to test out of the class
- The counselor will process the request, obtain the test, and set up a way for the student to take the test
- If the student scores at least 75% on the test, the student will be considered as having obtained mastery of the content and not have to take that class.
- Whatever score a student receives on the test will be the letter grade that will show on the transcript for

the student. Ex: An 80% on the test will show as a B- on the transcript with a GPA of 2.7

## Progress Updates

Progress updates will be sent twice within the course of the semester. All students will receive the update via email. Students with a failing grade in a course will receive their information via e-mail and US Mail. The mailing date of these items will be posted within the LMS. Report cards will be sent at the end of each semester.

## Determining Class Rank and Honor Roll

Class rank is determined by rank ordering the cumulative grade point average of all students within a grade level. Students earning a semester grade point average of 3.25 or higher will be eligible for the Honor Roll.

The following values will be assigned to semester grades in each course:

|    |     |    |     |    |     |
|----|-----|----|-----|----|-----|
| A  | 4.0 | B- | 2.7 | D+ | 1.3 |
| A- | 3.7 | C+ | 2.3 | D  | 1.0 |
| B+ | 3.3 | C  | 2.0 | D- | 0.7 |
| B  | 3.0 | C- | 1.7 | F  | 0.0 |

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## Awarding of Extra Credit

Extra credit is awarded at the discretion of the individual teacher. Teachers will post their extra credit policies and opportunities within their individual courses. Extra credit will not be awarded for completion of assigned work. Extra credit may be awarded for work above and beyond regularly assigned work.

## Late Work Policy

- Graded assignments must be completed and submitted not later than midnight on the due date.
- All late assignments will incur a 20% penalty to be assessed on the actual points received on the assignment
- Student's assignment receives an 80%, when the late penalty is applied, the score entered in the grade book would be a 64%
- A zero will be entered the Monday after an assignment is due.
- Students will be able to submit late assignments after a zero is assigned to receive up to 50% of the achieved score on a teacher graded assignments, 50% reduction will not be applied to computer scored assignments.
- Student's assignment receives an 80%, when the late penalty is applied, the score entered in the grade book would be a 40%
- For computer-scored quizzes that are late, the student will need to contact the teacher before they will be allowed to take the quiz.
- For computer-scored tests that are late, the learning coach will need to contact the teacher before they will be allowed to retake the test.
- Teachers are willing to discuss the late submission of work past the above-listed deadlines. Please contact teachers directly as soon as possible to find out if this is an option.
- Teachers will grant due date extensions on assignments under some circumstances. You should never assume that teachers will automatically grant these requests, however. Due date extensions must be requested before the due date of the assignment and on a school day. Requests received on or past the due date, or on a non-school day will most likely not be granted.

## Tutoring

The MGLVA tutoring program is a two-hour, twice-weekly time where students can come to interact with their teachers and peers. Students are allowed choice in which teachers and subjects they come for, how long they want to work on each, and whom they find value in working around. By having one session, students do not need to pick

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and choose which teachers and content are most important to them as all are available. Staff is present for most, if not all, of the classes listed at the end of these paragraphs for each session. The goal for staff is to meet with students that may need help with current content, have started late and need to know what is needed to be on track to finish by semester end, to remediate on lessons and assessments that were not to the student's potential, or some combination of these and other needs. Teachers also can connect with students with social skills and activities that are constrained by the limits and needs of general class time. Along with the teachers, anywhere from three to a dozen student moderators engage with their classmates to help meet needs. Under the guidance of their teachers, they may help their classmates catch up on a missed class, work on technology issues that are limiting others from engaging fully in tutoring or class, lead small groups if the teacher is working with others or must leave early/come late. As part of this process, several NHS students have joined to earn their community service hours as tutors and mentors to those in grades below them. In doing so, they help their own learning as well. ALL high school students and staff via class connect sessions.

### **Standardized Testing – Michigan Merit Exam**

Michigan will offer the PSAT 8/9, PSAT 10, and SAT free of charge to Michigan 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>-grade students respectively. The skills and knowledge measured by the PSAT-related assessments are the same as those measured by the SAT, allowing students and educators to monitor progress and identify areas in need of improvement.

### **STAR360 Testing**

Michigan Great Lakes Virtual Academy utilizes the STAR360 assessment creates a personalized assessment experience by adapting to each student's learning level. You'll have assessment data—and essential information about what each student knows and is ready to learn—within 24 hours.

These assessments help you and your child's teacher understand how your child is learning and to watch his/her growth over the course of the year. It is our goal to provide your child with an individual learning plan designed specifically for your child.

All students in grades kindergarten through 12 will complete the STAR360 during three assessment windows in the Fall, Winter and Spring. This test is a computer adaptive test that will be given in your home facilitated online by your child's teacher. It is very easy to use. The results will go directly to your teacher. It is important that you do not help your child with the answers to the test. The purpose of the test is to provide your teacher with information on your child's strengths as well as areas that need additional focus this school year. If you assist in anyway the test will not be valid. If the test is not valid either we will have inaccurate information on your child's abilities and the test will be deleted. The student will need to complete the test again. Likewise, if a student quickly moves through the questions without sufficiently reading them the student will likely retest.

### **Communication (My Info and School Email/Office 365)**

In response to feedback received from you and others, we are pleased to share that we have upgraded the Kmail platform with a new industry standard email system powered by Office 365. This new email system will provide all of the standard email functionality that our students, learning coaches, and teachers have been asking for such as folder management, sorting and filtering, as well as the ability to delete. Email can be accessed both inside and outside of the Learning Management System (LMS) and on mobile devices, allowing access anytime, anywhere. Additionally, Learning Coaches will no longer be required to maintain a separate email account. Email will instead be sent to their personal email address on file. Students and parents are able to contact their teachers through K-mail, an online communication system found on the Online School's My Info area. It is expected that students and mentors/parents read their emails daily. This is our primary means of communication.

## **Family Directory**

Accessed through the OLS, this secure directory allows parents to find other parents by location, student grade levels, special interests and more. Parents may search by name and other information in a parent profile. The new directory is automatically updated as a parent's status changes, such as if a parent has changed location or an e-mail address. There is an online opt-in/out capability on the OLS. Parents can easily include or exclude themselves from the directory.

## **Special Interest Student Clubs**

Student Clubs will be offered to all students, in order to enhance their complete educational experience at Michigan Great Lakes Virtual Academy. Clubs facilitate student socialization, community and in some cases, service. Clubs are sponsored by Michigan Great Lakes Virtual Academy teachers who welcome parent participation, as well. Teachers will provide a more detailed list along with contact information, as the school year progresses. More clubs may be added as interests arise. Suggestions are always welcomed. Any materials or supplies (outside of supplied curriculum) needed for the clubs are the responsibility of the family- neither K12 nor Michigan Great Lakes Virtual Academy will provide these materials or supplies.

## **Face-to-Face Gatherings**

Michigan Great Lakes Virtual Academy teachers arrange a variety of special gatherings for students and families on a monthly basis. Attendance is not required. However, these special gatherings provide wonderful opportunities to meet teachers, make new friends, and to talk with fellow parents about school. Parents are responsible for the cost of transportation and any other fees. The fees are often negotiated and reduced for our school. Time spent on a field trip counts as attendance in the related subject. For example, a trip to a science museum can count as attendance time in science. All gatherings/notices are posted on the School Community Board and/or the online calendar of events. Any student may attend any outing he or she wishes by submitting an RSVP, if required, to the teacher listed in the outing information. Parents, or adults who they specify, are responsible for supervising children at all times during an outing. Siblings and friends are welcome to attend as well.

All students are expected to wear clothing that is appropriate for school. Clothing that distracts students, disrupts the educational process or poses a health or safety threat to anyone is not acceptable in our school. Parents may contact the school if further information is needed. All attending children must bring a signed (by parent/guardian) and completed Liability Release Agreement.

The Board recognizes that students attending Michigan Great Lakes Virtual Academy gatherings may require medication for various reasons. Parents and guardians shall be encouraged to administer medications outside the hours of school gatherings. Parents and guardians shall assume full responsibility for the care of this part of their child's health.

## **Acceptable Use Guidelines**

This document describes the policies and guidelines for the use of the Michigan Great Lakes Virtual Academy program and exists to ensure that all Michigan Great Lakes Virtual Academy students are aware of, and understand their responsibilities when accessing and using Michigan Great Lakes Virtual Academy resources. Michigan Great Lakes Virtual Academy reserves the right to update or to alter this agreement at any time. Such revisions may substantially alter access to Michigan Great Lakes Virtual Academy instructional computing resources. Michigan Great Lakes Virtual Academy instructional computing resources include any computer, software or transmission system that is owned, operated or leased by Michigan Great Lakes Virtual Academy.

As a parent or guardian of a student enrolled in Michigan Great Lakes Virtual Academy, you should be aware of the following guidelines and expectations. Any activity that is not listed here which constitutes a violation of local,

state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines. Failure to follow these guidelines could result in removal of your access to Michigan Great Lakes Virtual Academy instructional computing resources, which could result in your inability to complete learning activities:

- 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 user name and password, but do not share these with anyone.

Do not interfere with other users' ability to access Michigan Great Lakes Virtual Academy's Online School or Virtual High School or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password. Change your password(s) frequently, at least once per semester or course. Do not publicly post your personal contact information (address and phone number) or anyone else's. 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-Michigan Great Lakes Virtual Academy commercial activities, non-Michigan Great Lakes Virtual Academy product advertising, or political lobbying on a Michigan Great Lakes Virtual Academy-owned instructional computing resource. Do not use Michigan Great Lakes Virtual Academy instructional computing resources to sell or to purchase any illegal items or substances. Do not upload or post any software that is not specifically required and approved for your assignments, on Michigan Great Lakes Virtual Academy's instructional computing resources. Do not post any MP3 files, compressed video, or other non-instructional files to any Michigan Great Lakes Virtual Academy server.

## **Student Internet Safety**

Do not reveal on the Internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of Michigan Great Lakes Virtual Academy. Do not agree to meet in person, anyone you have met only on the Internet and who is not affiliated with Michigan Great Lakes Virtual Academy.

## **Network Etiquette**

At Michigan Great Lakes Virtual Academy, parents 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, and slang. Swear words are unacceptable. Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues. Focus your responses on 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 easily misinterpreted language and proofread for typos. Respect people's privacy. Don't broadcast online discussions, and never reveal other people's e-mail addresses.

## **Academic Integrity**

All work submitted is assumed to have been completed by the student. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied upon in the composition of their work. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit, revoked access to course(s) and suspension or expulsion from Michigan Great Lakes Virtual Academy.

## **Use of Copyrighted Materials**

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by, or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using Michigan Great Lakes Virtual Academy computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

## **Academic Dishonesty (Plagiarism)**

MGLVA students are expected to uphold the highest standards of Academic Integrity by expressing their own thoughts, language, and expressions, and to respect and acknowledge any other author's works with proper documentation in all assignments. **Academic Dishonesty or plagiarism is the act of using another person's work to claim as your own.**

Examples of Academic Dishonesty are:

- Copying answers word for word from any portion of an outside source such as Yahoo Answers, Wikipedia, or Ask.com
- Intentionally paraphrasing ideas from any outside source without proper acknowledgement.
- Submitting in whole, or in part, the work of another student.
- Submitting in whole, or in part, an assignment written for another course by someone else.
- Intentionally allowing one's essay, assignment, or test answers to be copied by another student

**Plagiarism and cheating are taken very seriously.** Students who use all or part of someone else's work, without appropriate credit or citation, are in violation of these policies.

### **Definition of Cheating**

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion at any time of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent the same.

### **Definition of Plagiarism**

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, works cited, or commentary. Examples of plagiarism include, but are not limited to the following:

the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit. Citing and lifting a partial or complete answer is plagiarism, as is turning in answers sourced from the internet, including homework sites, collaborative groups, or responses from any writer other than the student submitting the work.

*\*\*Offenses are cumulative for each school year and spans all academic classes\*\**

MGLVA uses Turnitin.com to ensure plagiarism does not occur within assignments

|             |   |
|-------------|---|
| 1st Offense | Grade of 0 on the assignment. Student will be able to meet with teachers to discuss academic integrity and complete <u>reflection survey</u> . Upon completion of the reflection survey, the student may redo and resubmit the assignment within one academic week for a maximum grade of 75%. Students will still have a 1st offense, but will not receive a 0 if resubmitted. |
| 2nd Offense | Grade of 0 on the assignment; must fill out <u>reflection survey-2</u> , and curriculum will be locked for one day  |
| 3rd Offense | Grade of 0 on the assignment; fill out <u>reflection survey-3</u> , curriculum locked for one day, and administrative conference  |
| 4th Offense | Meeting with Head of School and possible withdraw from MGLVA  |

Adapted from: <https://academicprograms.calpoly.edu/content/academicpolicies/Cheating>

**Source Citation**

Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook can simply be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If you are citing information found on a website, provide the complete web page or site title, URL, author (if known), page number (if applicable), and publication date of the site (if available).

**Appropriate Use of Technology**

Michigan Great Lakes Virtual Academy reserves the right to review any material transmitted using Michigan Great Lakes Virtual Academy instructional computing resources or posted to a Michigan Great Lakes Virtual Academy instructional computing resource to determine the appropriateness of such material. Michigan Great Lakes Virtual Academy may review this material at any time, with or without notice. E-mail transmitted via Michigan Great Lakes Virtual Academy instructional computing resources is not private and may be monitored.

**Indemnification Provision**

Michigan Great Lakes Virtual Academy assumes no responsibility for information obtained via the Internet which may be illegal, defamatory, inaccurate or offensive. Michigan Great Lakes Virtual Academy assumes no responsibility for any claims, losses, damages, costs or other obligations arising from the use of instructional computing resources. Michigan Great Lakes Virtual Academy 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 Michigan Great Lakes Virtual Academy, its affiliates or its employees. Michigan Great Lakes Virtual Academy assumes no responsibility for damages to the user’s computer system.

Nothing in this policy negates any obligation the student and parent have to use the instructional computing resources as required in the Use of Instructional Property Agreement (“Agreement”) the parent or guardian signed as part of the student’s enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

**Confidential Communications of Students**

Some oral or written communications between students and school personnel are confidential. Information that is

expressed as confidential or received in confidence by a staff member from a student may be revealed to, or by the head of school or other appropriate authority, including law enforcement personnel, when the health, welfare or safety of the student or other persons is clearly in jeopardy.

### **Using Blackboard Collaborate**

Parents should always sign in using their first name and last initial always. Students should

- Arrive promptly at the scheduled time for the Blackboard Collaborate session.
- Wait for whiteboard and microphone privileges which will be assigned at the discretion of the teacher.
- Only communicate regarding direct content of the lesson
- Be respectful and courteous towards others at all times
- Always participate and engage in the session (stepping away without the teacher's approval will count as an absence)
- Log in to each session individually

Please bear in mind that individual teachers may have expectations that are specific to their classrooms. Parents should remove their child from a Blackboard Collaborate session if the student displays offensive behavior or is ill. If you must remove your child from a Blackboard Collaborate session, please contact the teacher to discuss the situation.

Parents should keep comments and questions specific to the lesson. Contact your child's teacher about other concerns by phone, e-mail or in person during office hours. Because the lessons are student-centered, only students should be using the microphones during the sessions. Please refrain from coaching your child during Blackboard Collaborate sessions. The goal of this instructional time is for your child to become an independent learner and critical thinker.

### **Success Virtual Learning Centers (Success VLC)**

Success Virtual Learning Centers (Success VLC) is a non-traditional education program partnering with MGLVA to better serve students. Success VLC focuses on students who have dropped out or are at risk for not completing high school. Success VLC combines virtual, online courses with the support of physical brick and mortar learning centers. Through this partnership, high school students who are struggling with the demands of a full-time virtual classroom may find the option of a blended approach more beneficial. In addition to the online curriculum, Success VLC offers internships and mentoring opportunities with local businesses, as well as field trips, clubs, and other extracurricular activities. Students who find this option better suited for their needs will withdraw from MGLVA and enroll in Success VLC. Each student who attends Success VLC is held accountable for his or her educational progress. Success VLC provides two-way communication including home visits, if necessary, to ensure students are motivated to succeed. An average of just 10 students in a center at any given time means students can spend as much time as needed with a teacher. When students visit a learning center, they walk into an environment where building relationships and providing support is just as important as learning.



## Student/Family Compact

Parents, guardians, students, and the staff of Michigan Great Lakes Virtual Academy (MGLVA) agree that this Handbook outlines the expectations and describes the shared responsibility each party has to ensure a successful partnership. By signing the Signature Page found at the end of this handbook, parents/guardians, students and staff confirm and agree to the contents of this Handbook. Students' success is a primary goal of Michigan Great Lakes Virtual Academy and can only be achieved if all members work in partnership with one another.

Michigan Great Lakes Virtual Academy (MGLVA) and the parents of the students participating in activities, services, and programs funded by Title I, Part A and Title IV (participating children), also agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2018-2019.

## School Responsibilities

MGLVA will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State's student academic achievement standards as follows:

- MGLVA will provide teaching and leadership by helping students achieve their potential
- MGLVA will do everything in its ability to provide a safe learning environment that allows for positive and open communication for all
- MGLVA will encourage students, parents, learning coaches, guardians, and family members by providing opportunities to participate in their child's education, through the following examples:
  - a. Monthly outings around the state
  - b. Workshops
  - c. Live Class Connect Sessions
  - d. School Improvement Committees
  - e. Family Engagement Committees
  - f. Other opportunities as they arise

## Parent/Guardian Responsibilities

Parents/Guardians will support their child(ren)'s learning in the following ways:

- Parents/Guardians agree that MGLVA is a full-time public-school program, and that students may not be enrolled in any other full-time or part-time public or private school, unless an agreement has been authorized by MGLVA.
- Parents/Guardians agree that their student is enrolled in a public-school academy, which is a Cyber School, with attendance requirements that are expected to be met. The state requirement is 7-hours per day. Students in grades K-12 must complete 1098 hours of instruction during the school year as required by law.
- Parents/Guardians agree that it is their responsibility to secure an Internet Service Provider to access the Online School.
- Parents/Guardians agree to supervise their student in using the K12 curriculum and understand their responsibility to become knowledgeable about it. Any other work accomplished by the student is supplemental to, and does not take the place of, the K12 curriculum lessons. MGLVA does not consider it acceptable to leave a student home alone or unsupervised all day to complete coursework.

- Parents/Guardians agree that student progress is an expected part of MGLVA, in addition to the attendance hours logged. Teachers review 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.
- Parents/Guardians agree to participate, as appropriate, in decisions relating to their child(ren)'s education.
- Parents/Guardians agree to promote positive use of extracurricular time.
- Parents/Guardians agree to stay informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district either received by the child or by mail and responding, as appropriate.
- Parents/Guardians agree to participate in scheduled interactions with their student's teacher, and to submit work samples when requested.
- Parents/Guardians agree that, as a public school, MGLVA students are required to participate in testing required by the state of Michigan (M-STEP/PSAT/SAT/ACT) and other academic achievement testing (STAR360, DIBELS, USA TestPrep) required by MGLVA. My child is expected to participate fully in the testing at his or her grade level.

**Student Responsibilities**

The students of MGLVA will share the responsibility to improve their academic achievement and achieve the standards set by MGLVA and by the state of Michigan by agreeing to the following statements:

- Students agree that they are a part of the MGLVA family and will treat others with kindness, respect, and consideration, realizing we are all unique.
- Students agree to complete projects and assignments, and to take time in every lesson to do their best work.
- Students agree to be helpful, considerate, and cooperative with other students who may need help or assistance.
- Students agree to read at least 30 minutes every day outside of instructional time.
- Students agree to attend and participate in live Class Connect Sessions when scheduled.
- Students agree to be fully engaged in their own learning, asking questions when needed

I read and understand Michigan Great Lakes Virtual Academy's policy for all addressed topics found in the Handbook/Student Code of Conduct.

We have read and reviewed the Michigan Great Lakes Virtual Academy's Handbook including the "I understand" statements and FERPA guidelines. In signing, we indicate an awareness and understanding of the school practices and procedures set forth herein.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent's/Guardian's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent's/Guardian's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Sign and return this signature page to your homeroom teacher, Advisor, or counselor.