



# Michigan Virtual Charter Academy

## Student Handbook SY 2017/18



**“Login, Learn, Lead ..... Leave a Legacy!”**



**MICHIGAN**  
VIRTUAL CHARTER ACADEMY<sup>SM</sup>



Dear MVCA Family,

Welcome to the 2017-18 school year at Michigan Virtual Charter Academy (MVCA)! We are excited that you are part of our 8th year as a virtual school. At MVCA, we create connections for students, families, and teachers within our 21st century “gathering place.” You will soon find out that MVCA is a vibrant school community that truly places students first.

MVCA serves students all across Michigan. Our goals for this school year are for students to realize the highest levels of academic achievement possible, and to build upon our school community. The K12 curriculum and our school programs were designed with these goals in mind. Our teachers remain your partners and they are eager to support and to assist you and your family.

Please keep this handbook nearby, as it contains important calendars, contact information, school policy and procedures, and descriptions of our programs. We have an exciting year ahead of us and are very pleased that you have selected MVCA to serve your educational needs. We look forward to a rewarding year for all.

Best wishes for a great year!

***Andrei D. Nichols***  
Head of School

## TABLE OF CONTENTS

<b><u>WELCOME</u></b>	1
ACADEMIC CALENDAR	6
MISSION STATEMENT	7
VISION STATEMENT	7
CODE OF STUDENT CONDUCT	7
ADMINISTRATIVE STAFF LISTING	8
K12 CUSTOMER SUPPORT	8
<b><u>MVCA ELEMENTARY ACADEMIC INFORMATION</u></b>	
ELEMENTARY ACADEMIC PROGRAM	9
LEARNING COACH AND STUDENT EXPECTATIONS	10
INTERNET ACCESS	11
ACADEMIC PROGRESS AND GRADING POLICY	11
GRADE REPORTING AND CONFERENCES	13
ELECTIVES	13
COURSE ADVANCEMENT	13
INDIVIDUAL READING IMPROVEMENT PLANS	14
GRADE LEVEL PROMOTION AND RETENTION POLICY	14
REQUIRED DISTRICT TESTING	15
REQUIRED STATE TESTING ATTENDANCE POLICY	16
ACADEMIC INTEGRITY POLICY	17
SCHOOL SUPPLIES	18
ADDRESSING QUESTIONS OR CONCERNS	19
<b><u>MVCA 6-8 MIDDLE SCHOOL ACADEMIC INFORMATION</u></b>	
MVCA MIDDLE SCHOOL MODEL	21
PARENT PARTNER / LEARNING COACH RESPONSIBILITIES	22
ACADEMIC PROGRESSION	23
GRADING POLICY	24
HONORS COURSES & EARNING HIGH SCHOOL CREDIT	26
GRADE REPORTING AND PARENT TEACHER CONFERENCES	26
ELECTIVES	27
EDUCATIONAL DEVELOPMENT PLANS	27
REQUIRED DISTRICT TESTING	28
REQUIRED STATE TESTING ATTENDANCE POLICY	28
ACADEMIC INTEGRITY POLICY	30
SCHOOL SUPPLIES	31
ADDRESSING QUESTIONS OR CONCERNS	32

## **MVCA HIGH SCHOOL ACADEMIC INFORMATION**

HIGH SCHOOL ACADEMIC PROGRAM	33
SUMMARY OF MVCA'S HIGH SCHOOL MODEL	34
PARENT /LEARNING COACH RESPONSIBILITIES	35
ACADEMIC PACING	36
INTERNET ACCESS	36
COMMUNICATION	36
GRADE LEVEL PLACEMENT	36
ACADEMIC PROGRESS/GRADING	37
LIVE SYNCHRONOUS INSTRUCTION (CLASS CONNECT)	37
LATE WORK POLICY	38
CLASS CONNECT ATTENDANCE POLICY	38
ADVANCED PLACEMENT	40
OBJECTIONABLE COURSE CONTENT POLICY	40
SCHOOL SUPPLIES	41
WORK PERMITS	41
STANDARDS OF ACADEMIC INTEGRITY	41
REQUIRED STATE TESTING ATTENDANCE POLICY	43
GRADUATION REQUIREMENTS	44
CERTIFICATE OPTIONS	45
COUNSELING OPPORTUNITIES	46
DUAL ENROLLMENT	48
STUDENT CLUBS	49
OUTINGS	50
ADDRESSING QUESTIONS OR CONCERNS	50

## **SPECIAL PROGRAMS AND STUDENT SERVICES**

PERSONAL CURRICULUMS	52
SPECIAL EDUCATION PERSONAL CURRICULUM PROVISIONS	53
TRANSFER STUDENT PERSONAL CURRICULUM PROVISIONS	54
SPECIAL EDUCATION SERVICES	54
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) / CHILD FIND POLICIES	54
SPECIAL EDUCATION EVALUATIONS	55
SECTION 504 PLANS	56
SPECIAL EDUCATION STUDENT RECORDS	57
ENGLISH LANGUAGE LEARNER PROGRAM	58
FAMILY ACADEMIC SUPPORT TEAM (FAST)	59
MULTI-TIERED SYSTEM OF SUPPORTS	61

**POLICIES AND PROCEDURES**

RESPONSIBILITIES AND RIGHTS OF STUDENTS AND PARENTS/GUARDIANS	64
MVCA STUDENT CLUBS	65
MVCA GATHERINGS/OUTINGS	65
ACCEPTABLE USE GUIDELINE	66
STUDENT INTERNET SAFETY	66
NETWORK ETIQUETTE	66
APPROPRIATE USE OF TECHNOLOGY	67
USE OF SCHOOL PROPERTY	67
ACCOUNTABILITY POLICIES	67
MVCA INDEMNIFICATION PROVISION	68
CONFIDENTIAL COMMUNICATIONS OF STUDENTS	68
INK USAGE GUIDELINES	68
INTERNET SERVICE PROVIDER (ISP) REIMBURSEMENT PROGRAM	69
ENROLLMENT POLICY	69
ATTENDANCE AND INSTRUCTIONAL POLICIES	70
ATTENDANCE POLICIES	70
WITHDRAWAL POLICIES	72
INSTRUCTIONAL TIME REQUIREMENTS	73
DISCIPLINE POLICIES	74
HARASSMENT POLICY	74
BULLYING/CYBERBULLYING POLICY	81
STUDENT INFRACTIONS AND CONSEQUENCES	84
STATE LAW AND STUDENT DISCIPLINE	89
RESTORATIVE PRACTICES AND DISCIPLINE	89
STUDENT SECLUSION AND RESTRAINT	90
SEARCH AND SEIZURE POLICY	92
SUSPENSIONS OF 10 DAYS OR LESS	93
SUSPENSIONS OF MORE THAN 10 DAYS AND EXPULSION	93
DISCIPLINE OF STUDENTS WITH DISABILITIES	94
EMERGENCY HEARING FOR DANGEROUSNESS	95
LEGAL POLICIES AND REQUIREMENTS	96
NON-DISCRIMINATION EQUAL OPPORTUNITY POLICY	96
CONFIDENTIALITY	96
FERPA	97
MAINTENANCE OF STUDENT RECORDS	100
CHANGE OF ADDRESS	101
HEALTH AND IMMUNIZATION POLICY	102
HOMELESS POLICY	103

<b><u>PARENT/STUDENT HANDBOOK AGREEMENT STATEMENTS</u></b>	<b>106</b>
<b><u>APPENDIX</u></b>	
WORK PERMIT FORM – UNDER 16 YEARS OLD	107
WORK PERMIT FORM – 16 AND 17 YEARS OLD	109
PLANNED ABSENCE CONTRACT	111
HOME LANGUAGE SURVEY	112
HOUSEHOLD INCOME SURVEY	113

### MVCA ACADEMIC CALENDAR 2017-2018

MONTH	Day(s)	EVENT
AUGUST	17,18	STAFF PROFESSIONAL DEVELOPMENT/TRAINING (FACE-TO-FACE)
SEPTEMBER	5	FIRST DAY OF SCHOOL FOR STUDENTS
	25	HALF DAY-STAFF PROFESSIONAL DEVELOPMENT/TRAINING
OCTOBER	4	STUDENT COUNT DAY
	19	HALF DAY – STAFF PROFESSIONAL DEVELOPMENT/TRAINING
	25	HALF DAY- STAFF PROFESSIONAL DEVELOPMENT/TRAINING
NOVEMBER	21	HALF DAY-STAFF PROFESSIONAL DEVELOPMENT/TRAINING
	22-24	NO SCHOOL – THANKSGIVING BREAK
DECEMBER	14	HALF DAY-STAFF PROFESSIONAL DEVELOPMENT/TRAINING
	25	NO SCHOOL – WINTER BREAK BEGINS
JANUARY	5	LAST DAY OF WINTER BREAK
	8	SCHOOL RESUMES
	15	NO SCHOOL – MARTIN LUTHER KING, JR. HOLIDAY
	18-20	EXAMS – 1 <sup>ST</sup> SEMESTER
	26	1 <sup>ST</sup> SEMESTER ENDS/2 <sup>ND</sup> QUARTER ENDS
	29-31	NO SCHOOL – SEMESTER BREAK
FEBRUARY	1	FIRST DAY OF 2 <sup>ND</sup> SEMESTER
	14	STUDENT COUNT DAY
	16	NO SCHOOL - STAFF PROFESSIONAL DEVELOPMENT/TRAINING
	19	NO SCHOOL – PRESIDENTS DAY
	22	HALF DAY-STAFF PROFESSIONAL DEVELOPMENT/TRAINING
MARCH	8	HALF DAY-STAFF PROFESSIONAL DEVELOPMENT/TRAINING
	16	HALF DAY-STAFF PROFESSIONAL DEVELOPMENT/TRAINING
APRIL	2-6	NO SCHOOL – SPRING BREAK
	9	SCHOOL RESUMES
	10-30	STATE TESTING WINDOW (GRADES 3-8/M-STEP, 9-11/SAT)
MAY	1-25	STATE TESTING WINDOW (GRADES 3-8, 9-11)
	18	PROM
	21	HALF DAY-STAFF PROFESSIONAL DEVELOPMENT/TRAINING
	28	NO SCHOOL – MEMORIAL DAY
JUNE	4-8	EXAMS FOR HIGH SCHOOL SENIORS
	11-15	EXAMS FOR UNDERCLASSMEN
	15	HIGH SCHOOL GRADUATION
	18	LAST DAY OF SCHOOL-2 <sup>ND</sup> SEMESTER ENDS FOR UNDERCLASSMEN
	22	STAFF PROFESSIONAL DEVELOPMENT/TRAINING

## **Our Mission**

The mission of the Michigan Virtual Charter Academy (MVCA) is to provide an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills. MVCA embraces a collaborative partnership between teachers and parents to empower students to reach extraordinary heights. Extraordinary results require extraordinary efforts! Through commitment, hard work, consistency, and responsibility, every student will meet the challenge of mastering high expectations.

## **Our Vision**

The vision of Michigan Virtual Charter Academy is to lift students up in a safe, student-centered environment to become confident leaders of the digital age.

## **Code of Student Conduct**

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

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



## **Administration**

Head of School	Andrei Nichols
Academic Dean	Shannon Hare
Elementary (K-5) Principal	Tanya Kuipers
Middle School (6-8) Principal	Nickolus South
High School (9-12) Principal	Tiffany Snyder
High School Assistant Principal	Cassandra Rusie
Special Programs Manager	Sherri Martin
Operations Manager	Kim Bush
Title I Coordinator	Corista Nichols
Family Academic Support Team Lead	Amela Redzic
Federal & State Compliance Manager	David VanderWall
Testing Coordinator	Hannah Belan
Enrollment Coordinator	Natalie Cromley
Registrar	Courtney Ronda
Special Education Registrar	Sarah Neitzel

## **K12 Customer Support**

K12 provides families with a support hotline to call should you require any technical support, or wish to speak to a customer support specialist. The K12 Customer Support phone number is **1-866-512-2273, Option 2**. With this number, you will be able to reach the two support departments at K12.

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

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

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

- Hardware
- Software
- Platforms (Online School or Online High School)
- Blackboard Collaborate

Many answers to questions can also be found at [help.k12.com](http://help.k12.com)

**MVCA**

**Grades K-5 (Elementary)**

**Academic Program**

## **MVCA Elementary Academic Program**

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

## **Learning Coach and Student Expectations**

Student Expectations	Learning Coach Expectations
<ul style="list-style-type: none"><li>• Completes lessons daily as they appear on the teacher provided pacing guides</li><li>• Completes online and offline lesson requirements</li><li>• Completes at least 6 hours and 20 minutes of attendance each day</li><li>• Attends and participates appropriately in required Class Connects</li><li>• Submits work samples on time</li><li>• Participates in <b>ALL</b> state and district assessments</li><li>• Reads and responds to email</li><li>• Completes all required testing as scheduled</li><li>• Follows expectations as set forth in the student handbook</li></ul>	<ul style="list-style-type: none"><li>• Reads and responds to email daily</li><li>• Communicates with teacher regarding questions or concerns via phone or email</li><li>• Ensures student is completing lessons per teacher provided pacing guides and progressing through courses</li><li>• Logs attendance for student every day</li><li>• Ensures student attends and participates appropriately in required Class Connects</li><li>• Attends all parent –teacher conferences as scheduled.</li><li>• Ensures student attends and participates in all required state and district testing as scheduled</li><li>• Does not help student on assessments to ensure valid student data</li><li>• Follows expectations as set forth in the student handbook</li></ul>

## **Internet Access**

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

## **Elementary Academic Progress and Grading Policy**

Through the Online School (OLS), MVCA students work through lessons each day as they appear on the teacher provided pacing guide. On top of the required daily lessons, students are expected to attend Class Connects with the teacher, and complete other tasks to ensure student growth and mastery.

For the 17-18 school year, student academic success will be based on two areas ~ progress mastery and passing grades.

### ***Progress Mastery***

Students working in OLS courses are expected to earn **3% progress** each week in all their courses. Teachers will provide families with pacing calendars to help them stay on track and meet required state standards. Students are expected to meet at least 80% mastery in their courses by the end of the school year. Late start students will have their expected progress prorated based on start date.

### ***Grading Policy***

Along with achieving weekly progress, students will receive a letter grade based on achievement and participation in required grade level expectations and assignments. Letter grades will be weighted by grade level expectations that may include:

- OLS Assessments
- Class Connect Attendance and Participation
- Required Work Samples
- Required Exit Tickets from Class Connects
- Writing Samples Graded by Teacher
- Required Assessments (Interim Assessments, DIBELS, NWEA, MSTEP)

**K-2 Grading Scale:**

AP (Advanced Progress) – 93-100%

PP (Proficient Progress) – 83-92%

EP (Emerging Progress) – 73-82%

IP (Insufficient Progress) – 20-72%

NA (No Attempt) – 0-19%

**3-5 Grading Scale**

A= 91-100%

B = 81-90%

C= 71-80%

D= 61-70%

F = 0- 60%

**Live Synchronous Instruction (Class Connect)**

Students must:

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

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

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

## **Grade Reporting and Conferences**

Learning Coaches will have real time access to their child's grades via the Engrade gradebook, which is built into the OLS. Families will receive official report cards which will be sent via email at the end of each semester.

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

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

## **Electives**

Elementary students will have art, with music as an optional elective for the year instead of art. Administrator approval is needed for K-5 students interested in taking a foreign language elective, or families requesting more than one elective. If a student is taking a foreign language, or has more than one elective, the student needs to be on track with progress in all of their core courses and achieving 2-3% progress in their elective course for the foreign language or additional elective to remain open for the student.

## **Course Advancement**

Academic achievement through content and standard mastery is the cornerstone of MVCA and the K12 curriculum. The K12 curriculum is rigorous, broad, and offers optional extension activities in the lessons. Students who need additional challenges are encouraged to complete all extension activities. Students who achieve a score in the 80th percentile, or above, during face to face NWEA testing in the fall will be placed in enrichment Class Connect sessions to help supplement the grade level content. Supplemental material will be suggested by the teacher for students to complete at home with the Learning Coach. Advanced students are encouraged to still complete 2-3% progress supplementing as necessary.

### **Individual Reading Improvement Plans**

In response to the new Third Grade Reading Law, all students in grades K-3 that are assessed below grade level on NWEA MAP and DIBELS, will be provided with an Individualized Reading Improvement Plan (IRIP). This individualized plan is developed to support K-3 students in the area of reading proficiency.

Beginning in school year 2019-2020, the new reading law requires a third grade student to be retained if an appropriate level of reading competency is not met by the end of third grade according to the Michigan Student Test of Educational Progress (MSTEP).

### **Grade Level Promotion and Retention**

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

Students that are not making adequate progress, are performing below grade level, and/or failing their core subject areas may be considered for grade level retention. Learning coaches will be notified of possible retention in writing by March 30, 2018. A parent-teacher conference will be held prior to June 18, 2018 for all stakeholders to review student data and determine if the student will be placed in the next grade level or retained. If a student is to be retained, an action plan will be developed to ensure the student achieves success the following year.

### **Required District Testing**

Michigan Virtual Charter 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. In order to ensure all students are receiving an education that meets their individual needs, students at MVCA are required to take several assessments throughout the year. These assessments provide the teacher accurate data to plan and instruct each child appropriately.

	<b>DIBELS</b>	<b>Interim Assessments</b>	<b>NWEA MAP</b>
Grades Assessed	K-5	K-5	K-5
How often?	3 times per year	4 times per year	3 times per year
Virtual or Face-to-Face	Virtual	Virtual	Fall - Face-to Face Winter - Virtual Spring - Face-to Face

Students who fail to show for virtual testing sessions will receive one attempt by the teacher to reschedule testing. Failure to reschedule, or return contact, may result in a curriculum lock. Failure to show at a scheduled time takes away valuable time and energy for teachers to serve other students.

### ***Required Face-to-Face NWEA Testing***

NWEA MAP will be taken for all K-5 students in a face-to-face proctored testing environment during the fall and spring.

- Fall Testing Dates: September 11 -September 15, 2017
- Spring Testing Dates: April 30 - May 4, 2018

Specific testing dates and locations will be published no later than two weeks prior to the testing window.



### **Required State Testing Attendance Policy**

Michigan Virtual Charter Academy, a Michigan public school, must follow the laws set by the Michigan Department of Education (MDE). According to MDE, all students in grades 3 – 11 (and eligible 12) are required to participate in state testing.

Being a part of Michigan Virtual Charter Academy means that travel to pre-determined testing sites on predetermined dates will be required for testing. 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. Travel includes going to and from testing locations. If assistance is needed with transportation, please reach out to a teacher or administration prior to the testing window.

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

### **Testing Attendance Requirements**

- All public school students enrolled in grades 3-5 are required to participate in the 2017/18 M-STEP (Michigan Student Test of Educational Progress) or MI-Access (as deemed appropriate) ELA and Math subject tests
- All public school students enrolled in grade 4 are required to participate in the 2017/18 M-STEP Science subject test
- All public school students enrolled in grade 5 are required to participate in the 2017/18 M-STEP Social Studies subject test

#### ***Anticipated MSTEP Testing Dates:***

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

3rd Grade MSTEP: May 1, 2018

4th Grade MSTEP: May 3 & 4, 2018

5th Grade MSTEP: April 17 & 18, 2018

**Academic Integrity Policy and Consequences**

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

Infraction	Consequences
<p><b>Copying, or plagiarizing, work from another person or website.</b></p>	<p><b>Incident 1:</b> Teacher conferences with Learning Coach and student. Student is allowed to redo and resubmit the assignment for a grade.</p> <p><b>Incident 2:</b> Disciplinary meeting with student, Learning Coach, and teacher. Student will receive a zero (0) and will not be able to resubmit.</p> <p><b>Incident 3:</b> Disciplinary meeting with Academic Administrator, teacher, student, and Learning Coach. Outcome of this meeting may result in course failure, suspension, or expulsion from MVCA.</p>
<p><b>Marking lessons completed that have not been attempted/ mastered, or marking an excessive amount of lessons completed in one day or week.</b></p>	<p><b>Incident 1:</b> Teacher conferences with Learning Coach and student. All applicable lessons will be cleared and put back on student’s daily plan.</p> <p><b>Incident 2:</b> Disciplinary meeting with student, Learning Coach, and teacher. All applicable lessons will be cleared and put back on student’s plan, but student will be required to scan and submit all work via Email each day.</p> <p><b>Incident 3:</b> Disciplinary meeting with Academic Administrator, teacher, student, and Learning Coach. Outcome of this meeting may result in course failure, suspension, or expulsion from MVCA.</p>
<p><b>Student receives assistance on required testing (Online NWEA, DIBELS, Interims) by Learning Coach or another person.</b></p>	<p><b>Incident 1:</b> Teacher conferences with Learning Coach and student. Student is allowed to retest for accurate data.</p> <p><b>Incident 2:</b> Disciplinary meeting with student, Learning Coach, and teacher. Student will be required to meet staff member in a Class Connect to have testing monitored via microphone/web cam, or student will be required to meet a staff member at a local library to have testing administered face to face. <i>*MVCA will not be responsible for costs of web cam or travel to library.</i></p> <p><b>Incident 3:</b> Disciplinary meeting with Academic Administrator, teacher, student, and Learning Coach. Outcome of this meeting may result in course failure, suspension, or expulsion from MVCA.</p>

### **Objectionable Course Content Policy**

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

### **School Supplies**

Michigan Virtual Charter 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 OLS to assist with upcoming lessons requiring certain materials.

### **Communication**

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

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

## **Addressing Questions or Concerns**

Michigan Virtual Charter 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 Virtual Charter Academy staff also realizes that parents and students do not always know what to do or where to seek out answers. Learning Coaches 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 an MVCA teacher cannot resolve the issue (e.g., materials and computer issues), he or she directs the Learning Coach to the appropriate contact for assistance. The MVCA teacher will monitor the concern to ensure resolution
- Step 2: If the issue or concern is about an MVCA teacher, Learning Coaches are advised to contact the Elementary Principal (see School Directory)
- Step 3: If the concern is not resolved with the Elementary Principal, Learning Coaches should then contact the Head of School (see School Directory)

**MVCA**

**Grades 6-8 (Middle School)**

**Academic Program**

## **MVCA Middle School Model**

Michigan Virtual Charter Academy (Powered by K12) offers students in middle school (sixth - eighth grades) the opportunity to engage in a rich and challenging, state approved course sequence. This innovative experience takes place from home for the student, as they receive instruction from a state certified teacher. All students are required to have a Learning Coach whose primary responsibility is to oversee the student's daily learning progression and attendance. The Learning Coach partners with the classroom instructor to ensure that their student(s) meet grade level expectations as set by the Michigan Department of Education. Research has shown that students who are provided consistent support, encouragement, and accountability perform at a higher level of sustained success.

## **Summary of Middle School Model**

The MVCA Middle School utilizes the Online School (OMS) to deliver online courses.

The MVCA Middle School landing page features:

- daily live Class Connect schedule
- a link to access student email accounts
- a list of his/her courses including current course averages and letter grades as well as a list of overdue assignments
- K12 announcements

Each middle school course home page includes:

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

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

Courses consist of multiple units, lessons, and activities. Teachers post announcements and indicate the lessons, activities and assessments to be completed

each week on the course calendar.

MVCA's Middle School program is primarily live sessions– meaning students work according to daily, scheduled, live Class Connect sessions with their teachers and fellow students. Students are expected to be in attendance for all required synchronous classes as well as complete any online course work associated with each course. Course activities may include:

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

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

### **Learning Coach/Parent Responsibilities**

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

- Ensure that your child attends and participates in all district and state required testing sessions, such as NWEA and MSTEP
- Confirm and enter attendance daily
- Ensure student is attending all live Class Connect sessions
- Ensure continuous internet activity in the home or learning location
- Report any technical issues or missing materials – please refer to [www.help.k12.com](http://www.help.k12.com) for more information
- Ensure student is completing required assignments daily and submitting them to teachers on time
- Monitor grades daily in the Online School
- Communicate with MVCA teachers when a concern or need presents itself
- Check and respond to all email daily

### **Internet Access**

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

### **Academic Progression**

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

### **Live Synchronous Instruction (Class Connect)**

The middle school day runs from 8 a.m. to 3 p.m. Additional intervention support sessions are held from 3 p.m. to 4 p.m.

Students must:

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

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

Class Connect uses Blackboard Software. Lessons are student-centered, *only students should be using the microphones and chat box during the sessions*. Learning Coaches may sit in on live sessions for the purpose of observation only. If the Learning Coach has questions, he or she will need to contact the teacher after the live session by email. Learning Coaches must refrain from coaching their students during live sessions. The goal of this instructional time is for students to become independent learners and critical thinkers.



## **Grading Policy**

Along with achieving weekly progress, students will receive a letter grade based on achievement and participation in required grade level expectations and assignments. Letter grades will be assigned based on instructional activities that may include:

- Course assessments and quizzes
- Class Connect Attendance and Participation
- Required Work Samples
- Required Exit Tickets from Class Connects
- Writing samples or projects graded by the teacher
- Required Assessments (Interim Assessments, NWEA, MSTEP)

## **Middle School Grading Scale**

<b>Letter Grade</b>	<b>Percentage</b>	<b>Letter Grade</b>	<b>Percentage</b>
<b>A</b>	92.5%-100%	<b>C</b>	72.5%-76.4%
<b>A-</b>	90.0%-92.4%	<b>C-</b>	70.0%-72.4%
<b>B+</b>	86.5%-89.9%	<b>D+</b>	66.5%-69.9%
<b>B</b>	82.5%-86.4%	<b>D</b>	62.5%-66.4%
<b>B-</b>	80.0%-82.4%	<b>D-</b>	60.0%-62.4%
<b>C+</b>	76.5%-79.9%	<b>F</b>	0.0%-59.9%

## **MVCA Late Work Policy**

### ***Computer-Graded Assignments, Tests, and Quizzes***

- Computer-Graded Assignments, Tests, and Quizzes stay open.
- They will have a due date of 11:59pm EST on the first Sunday following the assigned date.
- Zeroes are put in for Computer-Graded assignments/quizzes/tests not completed the Tuesday after the assignment is due for full credit, but students may take the quizzes/tests at any time without penalty.

### ***Teacher-Graded Assignments, Tests, and Quizzes***

- Teacher-Graded Assignments, Tests, and Quizzes will be due by 11:59pm EST on the first Sunday following the assigned due date for full credit.
- Zeroes are put in by Tuesday for Teacher-Graded Assignments not submitted by the Sunday deadline.
- Students may make-up late Teacher-Graded work at any time throughout the semester - with up to a 30% penalty. Additionally, teacher feedback may not be provided. A late submission does not adhere to the 72 hour grading turnaround policy.
- Interim Assessments completed in core subject courses via USA Test Prep must be completed during the one-week window assigned by the teacher. Students not completing Interim Assessments on the day it is assigned will be subject to a curriculum lock.

### ***Rework/ Redo for Assignments, Tests, and Quizzes***

- Students are given no more than 3 attempts on a computer graded quiz and test.
- Students are given no more than 2 attempts on a computer graded semester exam.
- Teacher-Graded assignments may be reworked for an improved grade with no more than 3 submission total.

### ***Discussion Boards***

- Discussion forums will be closed at 11:59pm EST on the day submissions are due. The goal of a discussion post is to engage students in a safe, respectful, and timely manner in a discussion type of format. Late discussions will not be accepted or graded.
- Zeroes are put in if not submitted by the due date. Specific department requirements are at the discretion of the teacher.

### ***Semester Exams***

- Exams – both the Computer-Graded and Teacher-Graded portions – are due by 11:59pm, Eastern Standard Time, on the day assigned. No exceptions!
- Zeroes will be input should an exam not be submitted by the required time.
- 1 retake allowed on semester exams.

### **Honors Courses & Earning High School Credit**

Seventh and eighth grade students will need to meet eligibility requirements in order to participate in honors courses for ELA and math.

The following information will be reviewed and evaluated prior to a student being enrolled in honors courses:

- Face-to-Face NWEA percentile and growth goals
- Previous year passing rates/grades
- Class Connect attendance

8th grade students taking honors courses in ELA or math may be eligible to earn high school credit for these courses. Honors courses will follow the same late policy guidelines as the high school courses. Content teachers will collaborate with high school teacher to ensure the fidelity of course/expectations across the board as students will earn High School Credit for Honors Courses. 8th grade students will not receive a GPA for high school courses, however; they will have the opportunity to earn credit (students must achieve 60% or higher in the course to earn credit.)

### **Grade Reporting and Parent Teacher Conferences**

Learning Coaches will have real time access to their child's grades via course gradebooks, which is built into the online school. Families will receive official report cards which will be sent via email at the end of each semester.

Partnership between the Learning Coach and teacher is essential for students to be successful at MVCA. Parent-teacher conferences will be held for two days during both the first and second semesters (please see the middle school calendar for specific dates). The Middle School Counselor will work with each grade level team of instructors to identify, schedule and facilitate parent teacher conferences based on attendance, course completion and course mastery components. Learning Coaches are expected to attend these conferences as scheduled. If the Learning Coach is unable to attend a conference, they should attempt to provide 24 hours' notice so a new time can be scheduled. Failure to provide notice takes valuable time away from teachers to serve and support other students.

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

## **Electives**

Middle School Students will have the options of art, music, physical education or a foreign language (with administration's approval) as their elective course for the year. Students must be on track with progress in core courses and achieving 3-5% progress in their elective course in order for the elective to remain open and accessible by the student.

## **Course Advancement**

Academic achievement through content and standards mastery is the cornerstone of MVCA and the K12 curriculum. The K12 curriculum is rigorous, broad, and offers optional extension activities in the lessons. Students who need additional challenges are encouraged to complete all extension activities. Students who achieve in the 80th percentile or above at face to face NWEA testing in the fall will the opportunity to participate in the Learning Blade program which offers a project based experience, with an emphasis in science and math development.

## **Educational Development Plans**

Beginning in the 7<sup>th</sup> grade, students will work with teachers and counselors to create an Educational Development Plan (EDP). An EDP is designed to assist students in identifying career development goals as they relate to academic requirements. An EDP is based on high school readiness scores and a career pathways program or similar career exploration program. This plan will be reviewed and revised as needed in 8<sup>th</sup> grade, prior to beginning high school. Individual learning plans are created for each student and teachers use this to diagnose student learning needs.

## **Grade Level Promotion & Retention**

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

Students that are not making adequate progress, are performing below grade level, and/or failing their core subject areas may be considered for grade level retention. Learning coaches will be notified of their student's possible retention in writing by March 30, 2018. A parent-teacher conference will be held prior to June 18, 2018 for the members of the instructional team, along with administration to evaluate the student's overall performance where a final decision will be made to promote or retain the student.

### **Required District Testing**

Michigan Virtual Charter Academy's goal is not to make all children alike, but to foster individual strengths and help each child develop to the fullness of their potential. In order to ensure all students are receiving an education that meets their individual needs, students at MVCA are required to take several assessments throughout the year. These assessments provide the teacher with data to plan and instruct each child appropriately.

- Interim Assessments via USA Test Prep (Online)
- NWEA MAP (Face-to-Face fall and spring, Online winter)

Students who fail to participate in required testing sessions will receive one attempt by the teacher to reschedule testing. The academic administrator may lock your student's curriculum until required testing obligations have been satisfied. Failure to show at a scheduled testing session, wastes valuable time and energy for teachers, and lessens our ability to serve other students. Students that do not attend testing will not be given priority re-enrollment placement for the following school year.

### ***Required Face-to-Face NWEA Testing***

NWEA MAP will be taken for all middle school students in a face-to-face proctored testing environment during the fall and spring.

- Fall Testing Dates: September 11 -September 15, 2017
- Spring Testing Dates: April 30 - May 4, 2018

Specific testing dates and locations will be published no later than two weeks prior to the testing window.

### **Required State Testing Attendance Policy**

Michigan Virtual Charter Academy, a Michigan public school, must follow the laws set by the Michigan Department of Education (MDE). According to MDE, all students in grades 3 – 11 (and eligible 12) are required to participate in state testing.

Being a part of Michigan Virtual Charter Academy means that travel to pre-determined testing sites on predetermined dates will be required for testing. 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. Travel includes going to and from testing locations.

If assistance is needed with transportation, please reach out to a teacher or administration prior to the testing window.

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

### **Testing Attendance Requirements**

- All public school students enrolled in grades 6-8 are required to participate in the **2017/18 M-STEP** (Michigan Student Test of Educational Progress) or **MI-Access** (as deemed appropriate) **ELA** and **Math** subject tests
- All public school students enrolled in 7th grade are required to participate in the **2017/18 M-STEP Science** subject test
- All public school students enrolled in 8th grade are required to participate in the **2017/18 M-STEP Social Studies** subject test

### ***Anticipated MSTEP Testing Dates:***

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

6th Grade MSTEP: May 1, 2018

7th Grade MSTEP: May 3 & 4, 2018

8th Grade MSTEP: April 17 & 18, 2018

### **Objectionable Course Content**

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

## **Academic Integrity Policy**

Assessments are a critical part of any academic program. They offer important information about student progress toward mastery.

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

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

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

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

## **Consequences of Violating Standards of Academic Integrity**

First Offense (in any class):

- Email to student explaining why action/submission was a violation of academic integrity standards, as well as a phone conversation with the Learning Coach
- Zero on assignment violating academic integrity
- Student asked to review academic integrity statements
- Student signs document acknowledging the understanding of reasons action/submission constitutes a violation of academic integrity and submits to teacher by email
- Offense documented in student record

Second Offense (in any class):

- Email and follow-up phone call to Learning Coach
- Zero on entire assignment violating academic integrity
- Offense is documented in student record

Third Offense (in any class):

- Meeting between student, Learning Coach, teacher, administrator, and counselor.
- Teachers to be notified of academic integrity violation
- Offense and meeting notes documented in student record
- Failure of the course for the semester.
- Other disciplinary action as deemed necessary and befitting by the administrator.

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

## **School Supplies and Equipment**

MVCA provides middle school students with a desktop and printer (the number of desktops and/or printers may vary based on the number of students in a home.) Additionally, MVCA provides hard copies of texts not available online as well as items such as art supplies. There may be times when household and consumable items (such as ink for the printer) are needed to complete a lesson. These items will need to be supplied by the student.



## **Outings**

Four outings will be offered throughout the year at various locations throughout the state of Michigan. Tentative plans include an Orchard Day in October, Indoor Play in January (Sky Zone, Java Gym, etc), Museum Day in March, and parks in June. Teachers will work academic based projects into the outings. Students will be able to earn credit in their class for attendance of outings. Students and teachers unable to attend will participate in a virtual project.

## **Communication**

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

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

## **Addressing Questions or Concerns**

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

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

**MVCA**

**Grades 9-12 (High School)**

**Academic Program**

## **MVCA's High School Academic Program**

This section of the handbook is designed to help you to build and maintain your relationship with the Michigan Virtual Charter Academy's High School program. Michigan Virtual Charter 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 student's 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**

The MVCA High School utilizes the Online School to provide the online school campus and courses.

The MVCA High School landing page features:

- daily live Class Connect schedule
- a link to access student email account
- a list of his/her courses including current course average and letter grade as well as a list of overdue assignments
- K12 announcements

Each high school course home page includes:

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

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

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

MVCA's High School program is primarily live sessions– meaning students work according to daily, scheduled, live Class Connect sessions with their teachers and fellow students. Students are expected to be in attendance for all synchronous classes as well as complete any online course work associated with each course. Course activities may include:

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

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

### **Parent/Learning Coach Responsibilities**

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

- Ensure that your child attends and participates in all state required testing, such as PSAT, SAT and MSTEP
- Confirm and enter attendance daily
- Ensure student is attending all live class sessions
- Ensure continuous internet activity in the home or learning location
- Report any technical issues or missing materials – please refer to [www.help.k12.com](http://www.help.k12.com) for more information
- Ensure student is completing required assignments daily and submitting them to teachers on time
- Monitor grades daily in the Online School
- Communicate with MVCA teachers when a concern or need presents itself
- Check and respond to all email daily
- Ensure that if your child is obtaining a job, a work permit is requested from the school office at 616-309-1600 as this is required legally

### **Academic Pacing**

All high school courses are paced per semester based upon course assignments and other assessments. Students will find a calendar within each course on the high school platform. Students are only permitted to work at their own pace within the current unit. Students are not permitted to move ahead of the course schedule beyond the current unit.

### **Internet Access**

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

### **Communication**

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

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

### **Grade Level Placement**

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

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

## **Academic Progress/Grading**

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

Graded activities may include:

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

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

## **Grading Scale**

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

In grades 9-12, students will receive credit towards graduation for all courses in which a student earns a 60% or higher. Students earning a semester grade point average of 3.0 or higher will be eligible for the Honor Roll.

## **Live Synchronous Instruction (Class Connect)**

Students must:

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

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

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

Learning Coaches may sit in on live sessions for the purpose of observation only. If the Learning Coach has questions, he or she will need to contact the teacher after the live session by email. Learning Coaches must refrain from coaching their students during live sessions. Learning Coaches are not permitted to interact with other students during live sessions. The goal of this instructional time is for students to become independent learners and critical thinkers.

### **Class Connect Attendance**

Attendance in Class Connect sessions is strongly recommended. Class Connect sessions are designed to meet the needs of our students at their level while ensuring the grade level standards are being taught to the students. If students are not able to participate in class, they are missing out on this important learning.

If your child is going to miss class, the teacher needs to be notified ahead of time. It is up to the teacher's discretion to give partial credit, based on communication with the teacher leading up to the missed class, and if the recording was watched. Teachers usually have a time limit for giving partial credit for recordings, so please refer to their class policy.

### **Late Work Policy**

- **Computer-Graded Assignments**
  - Computer-graded assignments may consist of, but are not limited to, limited choice or multiple choice quizzes, unit assessments and tests.
  - Computer-graded assignments, tests, and quizzes open on assigned calendar date and remain throughout the duration of the semester.
  - Computer-graded assignments, tests and quizzes have a due date of 11:59 pm EST on the Sunday immediately following the assigned calendar date.
  - Computer-graded assignments are untimed when the student is taking it. Once the student accesses the assignment, he or she has an unlimited amount of time to complete it.
  - Zeros are put in for incomplete computer-graded assignments the Monday immediately following the assignment's assigned calendar date, but students may take the computer-graded assignments at any time during the assigned semester without penalty. If the assignments remain incomplete at the end of the semester, the grade remains a zero.

- **Teacher-Graded Assignments**

- Teacher-graded assignments may consist of, but are not limited to, part two of unit and semester assessments, discussion boards, written assignments, projects, and essays.
- Teacher-graded assignments, tests, and quizzes are due by 11:59 pm EST on the Sunday immediately following the assigned calendar date.
- Zeros are put in for incomplete computer-graded assignments, tests and quizzes the Monday immediately following the assigned calendar due date.
- Students may complete overdue teacher-graded work at any time after the posted due date throughout the semester with a penalty as determined by the teacher. Additionally, substantial teacher feedback may not be provided for overdue assignments.

- **Rework / Redo for assignments, tests, and quizzes**

- Students may retake computer-graded quizzes one time without contacting teacher.
- Additional retakes for quizzes and retakes for unit tests and other assessments will be at the discretion of the teacher and may require additional preparation from the student as determined by the teacher.
- Teacher-graded assignments may be reworked for an improved grade at the discretion of the teacher.

- **Discussion Boards**

- Discussion forums close at 11:59 pm EST on the first Sunday after the assigned calendar date.
- Zeros will be entered in the grade book for incomplete discussion boards the Monday after the assigned calendar due date.
- Specific departmental requirements for discussion board assignments are at the discretion of the teacher.

- **Semester Exams**

- Both the computer-graded and teacher-graded portions of the semester exam are due by 11:59 pm EST on the day assigned.
- Exams will be open and available to students per the posted exam schedule each semester. Exams will not be opened early and no extensions are available beyond the due date.
- Incomplete exams will receive a score of zero.
- No retakes are allowed on semester exams.



### **Advanced Placement Courses**

Michigan Virtual Charter Academy offers advanced placement courses. Entrance into the AP program is set out in three paths based on if a student going into the 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade is a returning student or a new student or a transfer student.

Returning students must sign up for the AP course(s) of their choice by the course selection deadline set by the counselors. They must be a student in good standing and have a minimum grade of 80% in a comparable course or a prerequisite course for the AP course they wish to join. A teacher recommendation form along with a writing sample will be required as well. Attendance at the AP Orientation session is required as is a signed AP Compact that explains the student's responsibilities in order to remain in the AP program.

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

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

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

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

### **Objectionable Course Content**

Our curriculum is aligned to the state standards to support the requirements of the Michigan Merit Curriculum required for graduation in Michigan. As a school we are expected to provide an education that is closely tied to State Content Standards and the Common Core State Standards and to prepare our high school students for the Michigan Merit Exam. If you find content to which you have an objection, please contact your child's teacher to discuss whether other options may exist. Alternatives may not always be provided and is at the discretion of the teacher.

## **School Supplies and Equipment**

MVCA provides students with a laptop and printer. Additionally, MVCA provides hard copies of texts not available online as well as items such as art supplies. There may be times when household and consumable items (such as ink for the printer) are needed to complete a lesson. These items will need to be supplied by the student.

At the high school level, some elective courses may have specific hardware/software requirements or additional household supplies that are needed to fulfill all course requirements. Please be in touch with your student's teacher or refer to the high school course catalog for details and planning.

## **Work Permits**

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

Minors under 18 years of age must obtain a work permit before starting employment.

An employed student must still comply with Michigan compulsory attendance laws. If the minor changes jobs, a new work permit is required for the new employer. A work permit may be revoked for poor academic performance. A work permit is required even if the minor is home/cyber/virtual/online schooled. These must be completed prior to beginning work and can be requested by calling the MVCA office administrator at (616) 309-1600.

## **Standards of Academic Integrity**

Assessments are a critical part of any academic program. They offer important information about your progress toward mastery.

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

- You, and you alone, will take the assessment.
- You will not copy or redistribute any part of the assessment in any way—electronically, verbally, or on paper.
- You will treat the assessment as "closed book"—meaning that you may not use any textbooks, references, or other materials (printed or electronic) during the assessment—unless your teacher or the specific assessment otherwise instructs (for example, you are specifically told to refer to certain pages in a book as part of the assessment).
- You will treat the assessment as "single browser"—meaning that during the assessment you may not log in a second time to your course, or open your

- course or related materials on another browser on another computer.
- Your answers will represent your work and *only* your work, free of any outside assistance.
  - You will not plagiarize in any way.
  - You will not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.

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

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

### **Consequences of Violating Standards of Academic Integrity**

#### **First Offense (in any class):**

- Email to student explaining why action/submission was a violation of academic integrity standards, as well as a phone conversation with the Learning Coach
- Zero on assignment violating academic integrity
- Student asked to review academic integrity statements
- Student signs document acknowledging the understanding of reasons action/submission constitutes a violation of academic integrity and submits to teacher by email
- Offense documented in student record

#### **Second Offense (in any class):**

- Email and follow-up phone call to Learning Coach
- Zero on entire assignment violating academic integrity
- Offense is documented in student record

#### **Third Offense (in any class):**

- Meeting between student, Learning Coach, teacher, administrator, and counselor.
- Zero on assignment, possible zero for semester

- Teachers to be notified of academic integrity violation
- Offense and meeting notes documented in student record

**Fourth Offense (in any class):**

- Failure of course for the semester
- Other disciplinary action as deemed appropriate by teacher/administration
- Offense is documented in student record

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

**Required State Testing Attendance Policy**

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

**High school testing dates for 2017-2018 are April 10 and 11, 2018.**

**Testing Attendance Requirements per the Michigan Department of Education**

- All MVCA students classified by credits in grade 11 or 12, who have not yet taken the full Michigan Merit Exam must take the **M-STEP** (Michigan Student Test of Educational Progress) in science and social studies.
- All MVCA students classified by credits in grade 11 or 12, who have not yet taken the full Michigan Merit Exam are required to take both the **SAT and ACT WorkKeys** exams
- All MVCA students classified by credits in grade 9 are required to participate in the **PSAT 9**.
- All MVCA students classified by credits in grade 10 are required to participate in the **PSAT 10**.

**Required District Testing Attendance Policy**

All high school students will take the NWEA MAP Survey assessment in reading in math upon either the start of the school year or upon enrollment, as well as at the end

of the school year.

These online tests will be taken at home during a live Class Connect session administered by a MVCA staff member.

Additionally, students in math, English, social studies and science are required to take a pretest, three interim tests and a posttest over the course of the school year using the online program, USA Test Prep.

USA Test Prep tests are scheduled and must be taken within the week window. These dates will be posted in the course calendars in each course. Students will receive credit and points toward their overall course grade. These tests are taken online at home.

### **Graduation Requirements**

MVCA offers two different high school diploma options.

The first is the Michigan Merit Curriculum (MMC) Basic Diploma. The second is the MMC Plus Diploma. Both adhere to graduation requirements set forth by the State of Michigan. Academic counselors will advise students as to which option is best for them.

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

Lastly, for students with moderate to severe cognitive impairments and other disabilities that may make a diploma difficult to obtain, there are two certificate options available as well.

Each diploma and certificate type will be outlined in this section.

### **Diploma Options:**

1. Michigan Merit Curriculum PLUS Diploma
  - a. Student meets minimum MMC requirements, with or without personal curriculum, plus any additional district requirements
2. Michigan Merit Curriculum BASIC Diploma
  - a. Student meets minimum MMC requirements, with or without personal curriculum

**Certificate Options:**

1. Certificate of Academic Achievement
  - a. Student demonstrates a minimum proficiency on ACT WorkKeys in academic skills of reading for information, locating information, and applied mathematics.
2. Certificate of Completion
  - a. Student demonstrates ability to master content presented at his/her level, but has not demonstrated minimum proficiency on ACT WorkKeys
3. Certificate of Participation
  - a. Individualized participation and integration into the community

A description of each diploma and certificate option is outlined on the following pages. Please review each carefully and consult with your student’s guidance counselor regarding which educational plan is most appropriate for your student. Additionally, an explanation of personal curriculums is also provided. Personal curriculums are used in cases where students meet eligibility criteria and require allowable adaptations to the MMC graduation requirements.

**Michigan Merit Curriculum “PLUS” Diploma Requirements**

Total Credits Required: 22

<b>Math</b>	<b>ELA</b>	<b>Science</b>	<b>Social Science</b>	<b>Visual, Perf., Applied Arts</b>	<b>Health / PE</b>	<b>World Language</b>	<b>Electives</b>
4 credits	4 credits	3 credits	3 credits	1 credit	1 credit	2 credits	4 credits
~Algebra I ~Geometry ~Algebra II ~Elective	~LAC I ~LAC II ~American Lit ~British Lit	~Biology ~Chemistry <b>OR</b> Physics ~Elective	~World History ~US History ~Government/ Economics		~Health/PE <b>OR</b> ~Health/Approved extra-curricular athletics	~ must be in the SAME language, other than English	

**Michigan Merit Curriculum “Basic” Diploma Requirements:**

Total Credits Required: 18

<b>Math</b>	<b>ELA</b>	<b>Science</b>	<b>Social Science</b>	<b>Visual, Perf., Applied Arts</b>	<b>Health / PE</b>	<b>World Language</b>	<b>Electives</b>
4 credits	4 credits	3 credits	3 credits	1 credit	1 credit	2 credits	NONE
~Algebra I ~Geometry ~Algebra II ~Elective	~LAC I ~LAC II ~American Lit ~British Lit	~Biology ~Chemistry <b>OR</b> Physics ~Elective	~World History ~US History ~Government/ Economics		~Health/PE <b>OR</b> ~Health/Approved extra-curricular athletics	~ must be in the SAME language, other than English	

**Credit Checks and Graduation Plans**

When students transfer to MVCA, a credit check will be completed to ensure that the student is placed appropriately in both grade level and courses. A graduation plan will also be completed to develop the student’s course of study. Credit checks for current MVCA students will be completed at least one time each year.

**Counseling Opportunities**

Michigan Virtual Charter 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. MVCA will use a combination of curriculum, web-based tools, and strategies that have demonstrated success. The school counseling program is a key piece of MVCA’s mission to prepare all students for college and career readiness as they prepare for the complex demands of the 21st century.

Michigan Virtual Charter Academy will offer the following components to support our comprehensive school counseling program:

- career assessment, exploration, and skills development through the use of Career Cruising
- 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 graduate on time with the most rigorous course selection
- college and post-secondary education counseling and web tools that guide students through the preparation, selection, application, and admissions processes

### **MVCA's Certificate Options for Graduation**

#### **Certificate of Academic Achievement:**

This certificate is reserved for students with disabilities who function as a student with a cognitive impairment. It allows students who would otherwise graduate with a Certificate of Completion an opportunity to demonstrate a minimum proficiency on ACT WorkKeys in the academic skill areas of reading for information, locating information, and applied mathematics. This is NOT a high school diploma but does afford the student more options in the post-secondary world. The Certificate of Academic Achievement can be taken to employers to demonstrate basic competencies in literacy and mathematics, allowing these students to procure gainful employment despite the inability to achieve a High School Diploma utilizing the Personal Curriculum option.

This will support post-secondary outcomes and transition goals for our students with disabilities. It will also increase the odds of these students locating gainful employment. In addition, this certificate can be submitted to community colleges and utilized for the purpose of enrollment; however additional placement testing may be required if accepted.

Students seeking a Certificate of Academic Achievement would not be held to the MMC requirements, but would be encouraged to complete coursework that is similar in content but adjusted for the student's abilities. Successful completion of the ACT WorkKeys and demonstrated minimum proficiency would satisfy the certificate requirements. Students would not be eligible to receive this certificate until the completion of their 12<sup>th</sup> grade year.



### **Certificate of Completion:**

This certificate is reserved for a student with disabilities who functions as a student with a cognitive impairment. The certificate would indicate that the student has successfully completed coursework that is of similar content as MMC requirements, but at a level of rigor appropriate for the student's abilities. The difference between a Certificate of Academic Achievement and a Certificate of Completion is that the student who receives a Certificate of Completion was not able to demonstrate minimum proficiency on the ACT WorkKeys. Employers may find this certificate useful in determining competencies, but it is unlikely that a community college will accept this certificate. If they should, additional testing would be required prior to admittance.

### **Certificate of Participation:**

A Certificate of Completion is reserved for a student whose disability impacts them in such a way that they are not able to meet the Michigan Merit Curriculum Requirements even with appropriate accommodations in place through the IEP process or through the use of a Personal Curriculum. The decision to move a student to a Certificate of Completion is an IEP team decision

### **Dual Enrollment Opportunities**

Dual enrollment, also referred to as "early college," allows students to enroll in college courses while they are still in high school. Students are able to replace MVCA classes with college classes. The number of classes a student drops at MVCA is dependent upon the number of college credits the student is enrolled in at the college.

MVCA pays a portion of the tuition. Students will be responsible to pay any costs MVCA does not cover. A formula is used to determine the amount that MVCA is able to pay.

**Once a student is enrolled in a class, it is the student's responsibility to meet any deadlines to drop a course. Failure to do so will result in the student being responsible for paying the entire tuition bill.** The law mandates that all eligible students wishing to dual enroll must be allowed the post-secondary opportunity.

To be eligible, students must:

- have taken and achieved a qualifying score in:
  1. All subject areas of the Michigan Merit Exam or another state approved readiness assessment (see attached State-Approved Minimum Dual Enrollment Requirements) OR,

2. In the subject area of the eligible course a student would like to take.
- not be enrolled in high school for more than 4 school years. Under the law, adult education students are not eligible.
  - be enrolled in at least one MVCA course.
  - take the dual enrollment course during the MVCA's academic year.

Eligible dual enrollment courses include:

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

Courses not eligible for dual enrollment include:

- hobby/craft/recreation courses.
- religion/theology courses.
- a course that can be taken at MVCA in an AP format.
- a similar course at MVCA.
  - the MVCA course must be taken first.

**Please ensure that the class you decide to take will transfer if needed.**

### **Student Clubs**

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

The initiating student must:

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

The club sponsor must:

- Provide an online location for meetings
- Attend and monitor club meetings
- Exercise oversight and enforce club rules

MVCA student initiated club rules:

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

### **School Outings and Events**

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

Every June MVCA hosts a face-to-face graduation ceremony to celebrate our outgoing senior class.

### **Addressing Questions or Concerns**

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

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

**MVCA**

**Special Programs and Student Services**

## **Personal Curriculums**

A personal curriculum may be requested by any of the following persons on behalf of a student who has completed grade 9 (*If a special education student, grade 8*):

- A teacher who is currently teaching the student, who currently teaches in, or who expertise is in a subject area proposed to be modified by the personal curriculum
- A person who is determined by the principal to have qualifications otherwise relevant to developing a personal curriculum
- A school counselor or school employee qualified to act in a counseling role under section 1233 or 1233a of the Revised School Code
- The student's parent or legal guardian
- The student (if aged 18+ or an emancipated minor)

A teacher, school counselor, or school employee qualified to act in a counseling role may contact a student's parent or legal guardian to discuss the possibility and potential benefits of a personal curriculum.

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

1. The personal curriculum shall be developed by a group that includes at least the following members:
  - a. The student
  - b. At least one of the student's parents or legal guardians
  - c. A teacher, high school counselor, or other designee qualified to act as a counselor, selected by the high school principal
    - i. The teacher included in the group shall be a teacher who is:
      1. currently teaching the student
      2. a teacher who currently teaches in or whose expertise is in a subject area being modified by the personal curriculum
      3. a teacher determined by the principal to have qualifications otherwise relevant to the group.
  - d. School psychologist (if student receives special education services)
2. The personal curriculum meeting is not required to be an in-person meeting.
3. The personal curriculum shall:
  - a. incorporate as much of the subject area content expectations included in the MMC as is practicable for the student
  - b. establish measurable goals that the student must achieve while enrolled in high school

- c. provide a method to evaluate whether the student achieved these goals
  - d. be aligned with the student's educational development plan (EDP)
4. Before it takes effect, the personal curriculum must be agreed to by the student's parent or legal guardian and the District Representative.
  5. The student's parent or legal guardian shall be in communication with each of the student's teachers to monitor the student's progress toward the goals contained in the student's personal curriculum.
  6. Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.
  7. The personal curriculum developed follows all legal guidelines and requirements housed in the Revised School Code 380.127(b)(5).
  8. If a student is not successfully completing a credit required for graduation or is identified as being at risk of withdrawing from high school, then MVCA shall notify the student's parent or legal guardian, or, if the student is at least age 19 or an emancipated minor, the student, of the availability of tutoring or other supplemental education support and counseling services that may be available to the student under existing state or federal programs, such as those programs or services available under section 31a of the State School Aid Act, MCL 388.1631a or the No Child Left Behind Act of 2001, Public Law 107-110.

### **Special Education Personal Curriculum Provisions**

If the parent of legal guardian of a student requests as part of the student's personal curriculum, a modification of the MMC requirements that would not otherwise be allowed and can demonstrate that the modification is necessary because the student is a child with a disability, MVCA may allow that additional modification to the extent necessary because of the student's disability if the group determines the modification is consistent with both the student's EDP and the student's IEP.

- a. A child with a disability is defined by 20 USC 1401 as a child "with intellectual disabilities, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities AND who, by reason thereof, needs special education and related services."
- b. If a student receives special education services, the student's IEP, in accordance with the Individuals with Disabilities Education Act, 20 USC 1401 *et seq.*, shall identify the supports, accommodations, and modifications necessary to allow the student to progress in the curricular requirements of the MMC, or a personal curriculum as provided above, and meet the requirements for a high school diploma.

### **Transfer Student Personal Curriculum Provisions:**

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

1. The transfer student has successfully completed at least the equivalent of 2 years of high school credit out of state or at a nonpublic school. MVCA may use appropriate assessment examinations to determine what credits, if any, the student has earned out of state or at a nonpublic school that may be used to satisfy the curricular requirements of the MMC.
2. The transfer student's personal curriculum incorporates as much of the subject area content expectations of the MMC as are practicable for the student.
3. The transfer student's personal curriculum requires the student to successfully complete at least one mathematics course during the final year of high school enrollment. In addition, if the student is enrolled in MVCA for at least one full school year, both of the following apply:
  - a. A transfer student's personal curriculum shall require that this mathematics course is at least algebra I.
  - b. If the transfer student demonstrates that he/she has mastered the content of algebra I, the transfer student's personal curriculum shall require that this mathematics course is a course normally taken after completing algebra I.
4. The transfer student's personal curriculum includes 0.5 credits of civics.

### **Special Education Services**

MVCA'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, and attendance in these sessions is required. Special Education Programming and Related Services are provided to MVCA students at no cost to the parent or guardian. Students with disabilities needing special education are entitled to a Free and Appropriate Public Education (FAPE), with services conforming to the student's Individualized Education Program (IEP).

### **Individuals with Disabilities Education Act (IDEA) /Child Find Policies**

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 Virtual Charter Academy will make a concerted effort to identify, to locate and to evaluate children through 21 years of age who enroll in MVCA and have a confirmed or suspected disability, in accordance with all federal regulations and state standards. In addition, it shall be the policy of MVCA 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.

Students who are suspected of having a disability or requiring special education programs or services will be provided additional intervention, and a referral will be made to the MTSS team. Parents suspecting their child may have a disability requiring special education programming and services may request an evaluation, in writing, at any time.

Parents of preschool-aged children (age three through five) may request an evaluation of their child from their local school district's early intervention services.

### **Special Education Evaluations**

MVCA will conduct evaluations to determine eligibility for special education and related services. Prior to this evaluation, existing data regarding the student's progress, achievement, and functioning in the general education curriculum/setting is reviewed, as well as the student's response to any interventions attempted in the general education setting to improve student success. Analysis of state and district test results, as well as any independent educational evaluations or additional data from parents, teacher input, classroom observations, and many other data sources will be used to determine whether any additional data is required. Prior to any formal assessment, parental consent will be obtained. Provided consent is given, once all data is gathered (not to exceed 30 school days), the Multidisciplinary Evaluation Team (MET) will meet to determine whether or not the student meets the eligibility criteria outlined by IDEA and state law, to receive special education services in one of the 13 eligibility categories listed below.

- Autism Spectrum Disorder
- Cognitive Impairment
- Deaf-Blindness
- Early Childhood Developmental Delay
- Emotional Impairment
- Hearing Impairment
- Other Health Impairments



- Physical Impairment
- Specific Learning Disability
- Speech and Language Impairment
- Severe Multiple Impairments
- Traumatic Brain Injury
- Visual Impairment

Michigan Virtual Charter Academy is committed to the full implementation of the No Child Left Behind Act and IDEA. When students with special education needs are given the support necessary for success as outlined by their IEP, we believe in high expectations and that all students have the ability to achieve the highest-level access based on their individual needs.

### **Section 504 Service Plan**

Section 504 of the Rehabilitation Act of 1973, as amended, is a federal law that prohibits discrimination on the basis of disability. This law applies to elementary and secondary schools, among other entities, and provides that: “No otherwise qualified individual with a disability....shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.....” Michigan Virtual Charter Academy is a recipient of said monies, and is required to provide eligible disabled students both physical and academic access, equal to services, programs and activities offered to all students.

Section 504 is a civil rights statute and not a special education statute. It requires the school district offer a Free Appropriate Public Education (FAPE) to each eligible student who has a physical or mental impairment that substantially limits a major life activity. A student is eligible to qualify for 504 protection if they have met all three of the following criteria: **(1) have a mental or physical impairment, (2) which substantially limits (3) one or more life activities.** Although guidelines are provided for the protection of anyone who receives a 504 Plan, collaboration in requesting an evaluation, as well as accommodations provided within each individual plan, can be shared between parents, teachers, administrators, and medical representatives.

## **Special Education Student Records**

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 Michigan Student Data System (MSDS), 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 Virtual Charter 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
- inform future programming for and evaluations of the child.

Michigan Virtual Charter Academy has a schedule for the destruction of Special Education records of students who have been out of the program for at least seven 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 birthdate to Michigan Virtual Charter Academy.

## **English Language Learners**

During the application process, all families will answer a series of questions to understand a student's home language as a first effort for Child Find and to determine if they need any additional English language support. Students with positive responses to any of the Home Language Survey questions will be referred to the English Language Learner (ELL) point of contact.

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

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

The ELL contact will talk with the family to determine if services were previously provided at the last school of attendance and will work to understand the current language needs of the student. Additionally, the school will request and review prior school English Language Learner records, including previous ELL evaluations and program plans to determine if a placement test or an assessment is necessary to determine ELL services support. The WIDA ACCESS Placement Test, also referenced as the W-APT, is administered to all initially enrolled language minority students. This test functions as a screener that is used for the initial assessment and English as a Second Language (ESL) program placement of students who are identified as limited English proficient.

When a student is identified as ELL, they will participate in the school's English as a Second Language Program. The ESL program provides English language instruction for students (pull-out, inclusion, or consultative). This program takes into account the student's level of English proficiency and builds on the language skills and academic subject knowledge of the student. Some students of Limited English Proficiency may have modified instruction and assessments geared to meet their needs. Students who qualify for ELL services are assessed annually in four domains: Listening, speaking, reading, and writing using the WIDA ACCESS for ELLs.

It is important that ESL students receive the same academic opportunities as students who are proficient in English. MVCA is committed to the success of all students.

### **Family Academic Support Team (FAST)**

The mission of the MVCA Family Academic Support Team is to graduate young men and women of character by providing encouragement, engagement, and accountability to foster family success in a supportive community.

### **Tier System of the Family Academic Support Team (FAST)**

This is a system designed to provide appropriate levels of academic support to families in grades K-12 that holds families accountable in varying degrees of intensity in hopes of heightening engagement.

#### ***Tier I- General Questions***

In Tier I, families do not need the services of the FAST. School wide prevention and programming, along with homeroom teacher support provide the first level of service to all students and families.

#### ***Tier II- Support needed by FAST***

A student need has been identified by his or her homeroom teacher after unsuccessful/unresponsive attempts of intervention and support. The FAST Team begins supporting the student/family to address the issue to re-engage the family. A Back on Track Plan (BOTP) is implemented with details to address the issue at hand.

*Back on Track Plan*-This is an intervention tool designed to help students gain incremental success at a pace appropriate for the family to re-engage the family back into MVCA.

## Goals

The goals of the BOTP are to:

- address low or no academic progress in general education courses,
- collaborate with teachers to identify assignments that will assist the student with accumulating the most points toward passing the course,
- establish a contracted agreement between the Advisor, parent/Learning Coach, and student on how compliance can be obtained, and
- assist the family with other indicated needs as referred.

## Process

1. A BOTP meeting is scheduled with the family and Homeroom Teacher and other MVCA staff for grades K-9. For Grades 10-12, Email communication is sent to the Learning Coach regarding the BOTP and signing the contract.
2. The meeting is scheduled for 30 minutes to cover the tier system and BOTP information.
3. The student, Learning Coach and FAST sign the BOTP contract.

### ***Tier III- BOTP and Engagement Protocol***

The student/family that has not complied and the MVCA engagement protocol will be used to meet the student's personal and educational needs. Family Engagement Points are used to motivate and hold families accountable. Families will be given an FEP chart outlining the engagement protocol. The student and Learning Coach will be required to attend a virtual meeting and sign a contract.

#### *Family Engagement Points (FEP)*

MVCA takes a strengths approach to providing accountability. We assume the family will be compliant in meeting the conditions as indicated on the contract. It is the family's responsibility to maintain the five points until the end of the contract. MVCA hopes that families feel encouraged and motivated, and held accountable to make good decisions regarding the academic success of the student with the goal of moving into compliancy at MVCA.

### ***Tier IV- Administrative Meeting***

All available resources and interventions have been exhausted. The family is not compliant and is unengaged in the process. An administrative meeting will be held with the family to determine the best fit for the student. A family can request to be placed on Academic Probation whereby the conditions of such probation will be determined by administration and adhered to strictly. The Learning Coach will sign a contract stating failure to comply with the terms of Academic Probation will result in the parent giving permission for a parent requested withdrawal.

## **Process/Tracking for students on the Waiting List**

A letter will be sent via email to students placed on a waiting list. Once space is available the next family will be addressed.

## **Multi-Tiered Systems of Support (MTSS)**

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

The MTSS framework consists of three levels or tiers that are fluid and overlapping. The tiers provide various levels of support to students in terms of duration and intensiveness. The more instructional support needed, the higher up the model the student moves. Teachers using MTSS utilize research-based instructional practices, targeted interventions, and curricular enhancements to support students in accomplishing their individual learning goals, and include innovative scheduling and resource allocations. Fluidity between the instructional tiers is critical to students receiving the supports they need. Every student is given an opportunity to meet or exceed proficiency standards by teachers utilizing data in an effective and collaborative decision-making process, which results in differentiating instructional practices for all learners.

### ***Tier 1***

Tier 1 Instruction refers to research-based core classroom curriculum and instruction for all learners that focuses on the essential elements of a subject. Designed to meet the needs of the vast majority of students, Tier 1 provides the foundation for instruction upon which all interventions are formulated. Pre-assessment data drives differentiated instructional decisions based on evidence of proficiency or evidence of difficulty. Identified students with high abilities in a particular subject or content are grouped together in one class (cluster group, multi-age, self-contained) to receive a more advanced core curriculum with accelerated and more in-depth instruction.

Pre-assessment data is used to identify additional students who need advanced instruction.

Students who are identified by a universal screener or other data that identifies a potential of experiencing difficulty with content instruction in Tier 1, are considered in need of additional support in Tier 2.

### ***Tier 2***

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

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

### ***Tier 3***

Tier 3 Instruction provides intense intervention to target specific, individual student needs. It goes beyond the instructional and differentiated practices typical of those within Tier 1 or Tier 2. For students with the most significant needs, this requires explicit, intensive, and specifically designed lessons in addition to Tier I and in place of Tier 2 instruction. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments to ensure the needs of all students are met.

**MVCA**

**Policies and Procedures**



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

All students share with the administration and staff a responsibility to develop a safe learning environment within school.

### **Students shall have the responsibilities and rights to do the following:**

- be on time and attend school daily
- put forth a conscientious effort in all school assignments
- have knowledge of and conform to the school rules and regulations and applicable laws
- use appropriate speech refraining from indecent, obscene or foul language
- report incidents or activities that may threaten or disrupt the school to a staff member
- receive a public school education up to 21 years of age
- not be excluded from public schools or from school privileges because the students 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 subjected to corporal punishment
- be afforded discipline procedures as outlined in this document
- request and receive interpretation and translation assistance for school-related matters if English is not their primary language

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

- ensure that their children between the ages of 5 and 21 enrolled in Michigan Virtual Charter 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 Virtual Charter Academy
- present to school administration a concern or complaint in a calm, reasoned manner
- work with their child daily to ensure that student is completing assignments
- know the rules 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, SAT, WorkKeys) and NWEA, as scheduled by Michigan Virtual Charter 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.

### **MVCA Student Clubs**

Student clubs will be offered to all students, in order to enhance their complete educational experience at Michigan Virtual Charter Academy. Clubs facilitate student socialization, community and in some cases, service. Clubs are sponsored by K12 teachers. More clubs may be added as interests arise. Suggestions are always welcomed. Any materials or supplies (outside of supplied curriculum) needed for participation in the clubs are the responsibility of the family. Neither K12 nor MVCA will provide these materials or supplies.

### **Michigan Virtual Charter Academy Gatherings**

Michigan Virtual Charter Academy teachers and staff arrange a variety of special gatherings for students and families on an ongoing 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, and may be required to attend certain gatherings with their student. 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 MVCA website. Any student may attend any outing he or she wishes by submitting an RSVP, if required, to the teacher or staff member 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. A Liability Release Agreement and Consent for Media Release must be completed for each student and signed by a parent/guardian.

The MVCA Board of Directors recognizes that students attending Michigan Virtual Charter Academy gatherings may require medication for various reasons. Parents and guardians shall assume full responsibility for the care of this part of their child's health.

### **Acceptable Use Guidelines**

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

As a parent or guardian of a student enrolled in MVCA, 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 MVCA's instructional computing resources, which could result in your inability to complete learning activities.

### **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 Virtual Charter Academy. Do not agree to meet in person anyone you have met only on the internet and who is not affiliated with Michigan Virtual Charter Academy.

### **Network Etiquette**

At Michigan Virtual Charter 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 other people's privacy. Don't broadcast online discussions, and never reveal other people's email addresses.

### **Appropriate Use of Technology**

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

### **Use of School Property**

Michigan Virtual Charter 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. Students are given computers and printers to return at the end of their schooling with MVCA. 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 in the use and returning of MVCA property. Failure to do so may cause the family to be invoiced or have legal action.

### **Accountability**

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

- Do not interfere with other users' ability to access MVCA's Online School platforms.
- Do not disclose anyone's password to others or allow them to use another user's account. You are responsible for all 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-MVCA commercial activities, non-MVCA product advertising, or political lobbying on an MVCA-owned instructional computing resource.
- Do not use MVCA 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 MVCA's instructional computing resources.
- Do not post any MP3 files, compressed video, or other non-instructional files to any MVCA server.

### **MVCA Indemnification Provision**

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

### **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 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.

### **Printer Ink Usage Guidelines**

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

- Go to your Start menu
- Go to printers and faxes
- Right click on your printer name

- Scroll down to Properties
- Click on the Advanced tab
- Click on Printing Defaults
- In the drop-down menu under Print Quality, choose Fast Draft
- Click Apply, then click OK

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

Students at MVCA will receive an email at the end of each semester that will include the ISP Reimbursement form. The form will need to be completed and returned along with a copy of the most recent internet bill from student's residency. Both must be returned by the deadline specified on the form. This will happen twice a year, once at the end of each semester. Families at MVCA that complete their request will receive an ISP reimbursement check at the rate of \$12.00 per month. If more than one student is residing at the same address, there is no need to submit an additional form, only one reimbursement will be awarded per family. Reimbursements will be processed in February and August.

In order to qualify for the ISP reimbursement, families must participate in the OLS, as well as have compliant attendance described in the Michigan Virtual Charter Academy Handbook. Additionally, there must be current proof of residency for each student enrolled. Families are eligible for ISP reimbursement for each month their student is enrolled.

*Please be aware that if an ISP check is lost, MVCA does not automatically reissue a check to that family. If a check is lost, parents must contact the school office within 60 days, or a replacement may not be issued. Students must be in good standing, which means that they have participated in all required online and face-to-face testing, have appropriate progress, and up to date attendance to receive their internet reimbursement.*

### **MVCA Enrollment Policy**

1) The school will not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a disabled person, or any other basis that would be illegal, if used by a school district. 2) The students must be residents of the state of Michigan. 3) Admissions must be open to students on a statewide basis. 4) The school will utilize orientations as part of its recruitment and enrollment process; the school will utilize a lottery or other impartial selection process to admit students if demand exceeds capacity. 5) A waitlist is ready to be used that does not carry over from year to year. 6) Any compliant applicant is date-stamped if received after the open enrollment deadline 7) Email notification of acceptance or waitlist placement.



## **Attendance and Instructional Policies**

### **Michigan Virtual Charter Academy 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 September 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]. MVCA does provide a Kindergarten waiver form that can be completed for students that will be age 5 by December 1. The Elementary Principal will approve or deny waivers based on the academic readiness of students as completed by parents on the Kindergarten waiver form. Approval of Kindergarten waivers are ultimately dependent on seat availability.

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/OMS/OHS each scheduled school day.

### **Attendance Responsibilities**

- Attendance is logged daily in the OLS by parent/Learning Coach.
- Students must log into every course, every school day.
- Schedules may be blocked or flexible; however, attendance in each course needs to be logged daily.
- All families and students must attend an orientation sessions.
- Students must attend the “Introduction to Online Learning” course via the OLS.
- The family must maintain regular communication with Michigan Virtual Charter Academy.
- Students and parents/Learning Coaches must check their email and phone messages daily. Return response should be within 24 hours or on the next business day.
- Students must attend all required Class Connect Live sessions for direct instruction as directed by their teachers.

### **Reporting Absences:**

Please Email your student’s homeroom teacher if your student will be absent and unable to attend Class Connect sessions or log in to the OLS/OMS/OHS. Please state the reason for the absence in the email, as well as the expected duration of the absence.

### **No Internet Access or Power Outage:**

It is an expectation for attendance that all students have reliable internet access in the home. 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/parent/guardian/Learning Coach must notify his or her teacher in order to legitimize the reason for 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, and counseling or administrative appointments to be excused absences. Remember that regardless of the absence reason students are expected to make up work in the OLS/OLMS/OLHS.

### **Doctor/Medical Excuses:**

Students must present a doctor's note when they are absent from school for three or more days consecutively due to illness. Parents should send doctors' notes to the student's homeroom teacher through email.

### **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:**

Students may be excused for educational trips not sponsored by the school. 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. A planned absence contract must be completed prior to the extended 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.

### **Unexcused Absences:**

An unexcused absence is an absence not recognized by state law or MVCA. Unexcused absences may result in loss of credit for assignments missed and possible withdrawal from MVCA.

Any time a student has missed 3 consecutive days, an attendance check will take place by the homeroom teacher. The student will be sent an attendance reminder.

When students have accrued 5 absences (unexcused) a student and parent will receive a notification letter from the Compliance Liaison apprising them of the status of their absences.

When a student has accrued 10 absences, (excused or unexcused) the student and the parent will receive a notification letter from the Compliance Liaison, and parent contact will be required within 2 business days. If there is no contact, the student's curriculum will be locked, and the truant student will be referred to the local Intermediate School District (ISD). The ISD will contact the family for truancy action.

When a student has accrued 15 absences (excused and unexcused), the student and parent will receive the pre-withdrawal notification letter from the Compliance Liaison. If there is no communication between MVCA and the parent within 24 hours of the written notice regarding the student's truancy, the student will immediately be withdrawn from MVCA, and the truant student will be referred to the local Intermediate School District (ISD). The ISD will contact the family for truancy action.

If there is contact, the student will be assigned to a Family Academic Support Liaison (FASL) for required additional support.

### **Withdrawing from Michigan Virtual Charter Academy**

In the event that a parent or guardian wishes to withdraw their child(ren) from the Michigan Virtual Charter Academy (MVCA), the following procedure must be followed to complete the withdrawal:

1. The parent or guardian will complete the MVCA Parent Request Form.  
<http://bit.ly/MVCAparentwithdraw>
2. A MVCA staff member will contact the parent or guardian, discuss concerns and provide possible supports prior to withdrawal.
3. If after the conversation, the parent would still like to withdraw, the student's

homeroom teacher will be informed and will complete the Teacher Withdrawal Form. Upon approval of the Request Form, the Registrar will confirm the withdrawal date. Once the withdrawal has been processed, K12 will email shipping labels to the Learning Coach for use in returning the school's materials and equipment.

4. The parent or guardian hereby acknowledges and agrees that all computers and related equipment provided to the child by MVCA, together with all parts, attachments, accessories and materials attached to or used in connection with the equipment ("the equipment") are the property of MVCA, and the parent or guardian hereby agrees to cooperate with school officials in accomplishing the return of the equipment in good condition as directed by school officials.
5. Failure to return the equipment in good condition, that is apart from expected wear and tear from normal use, may result in legal action being taken, including but not limited to submitting the matter to a collection agency for further recovery action.
6. Administration can initiate a withdrawal based on lack of engagement or attendance.

**IMPORTANT:** Michigan Virtual Charter Academy is required to maintain your child's educational records. Part of that requirement includes reporting to the Michigan Department of Education the school district your child will attend after withdrawing from MVCA. To comply with that reporting, the Request Form includes a place for the parent or guardian to disclose your child's new school information. A withdrawal request will not be considered complete without the provision of this information, to include the transfer school's name, address and contact information. Once your child enrolls in his/her new school, the new school may request a transfer of your child's educational records to that school, with your signed approval. Without receiving a valid request from another school district for release of your child's educational records, the records will remain on file with MVCA.

### **Instructional Time**

Michigan requires all public schools to offer a minimum number of hours for first through twelfth grades (including alternative education), as specified in Section 101 of the State School Aid Act, which is 1,098 hours of student instruction, inclusive of kindergarten students. Instructional time can occur at any time during the day and on any day of the week, however, MVCA runs live required Class Connects Monday thru Friday from 8 am- 4 pm. Students are required to attend these lives sessions as required by their teacher. Instructional time must directly relate to lesson objectives, which are aligned to the Michigan Common Core State Standards (CCSS) or Grade Level Content Expectations (GLCE).

The following are counted toward instructional time:

- Student attended a live lesson from the teacher
- Student logged into a lesson or lesson activity and the login can be documented
- The student and teacher engaged in a subject oriented telephone conversation
- There is documentation of an email dialogue between the Student and teacher
- There is documentation of activity/work between the Learning Coach and Student

## **Discipline Policies**

### **MVCA Harassment Policy**

#### **I. General Policy Statement**

It is the policy of the MVCA Board of Directors to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. Harassment of students on the basis of their race, color, national origin, sex, disability, age, religion, or any other legally protected characteristic in its educational programs or activities is prohibited and will not be tolerated. Harassment of employees based on race, color, national origin, sex, disability, age, religion, height, weight, marital or veteran's status, genetic information, or any other legally protected characteristic is also prohibited, and will not be tolerated.

This prohibition applies to all MVCA operations, programs, and activities. This policy applies to unlawful harassment occurring on school property, or at another location if such conduct occurs during an activity sponsored by the MVCA Board of Directors. This prohibition encompasses conduct by any person, MVCA's students or employees, including conduct by employees, students, MVCA Board of Directors members, administrators, parents, guests, teachers, contractors, vendors, coaches, and volunteers.

#### **II. Definitions**

The following definitions are provided for purposes of applying and enforcing this policy.

##### **A. Unlawful Sexual Harassment**

MVCA is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment and sexual violence, as regulated by Title VII and Title IX, and to ensuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. MVCA reserves the authority to

independently deal with sex discrimination and sexual harassment whenever becoming aware of its existence, regardless of whether a complaint has been lodged.

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, unlawful "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct *of a sexual nature*, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Unlawful sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute unlawful sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute unlawful sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Unwanted physical and/or sexual contact.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extracurricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including

graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, nicknames, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene and unwanted telephone calls, text messages, emails, or Internet or blog postings.

- E. Sexually suggestive objects, pictures, posters, videotapes, audio recordings or literature, placed in the work or educational environment, which may embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, groping, patting, or pinching; rubbing or brushing up against another's body in a sexual way; and obscene gestures, of a sexual nature.
- G. A pattern of conduct, such as repeated unwanted social invitations, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another based on sex.
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. In the context of employees, consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the supervisor is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.
- J. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. To violate this policy, the conduct must be sex-based or of a sexual nature. Sex-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or creates a hostile or abusive employment or educational environment.

NOTE: Sexual conduct/relationships with students by MVCA employees or any other adult member of the MVCA community is prohibited, and any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may

also be guilty of the criminal charge of "sexual battery." The issue of consent is irrelevant in regard to such criminal charge and/or with respect to the application of this policy to MVCA employees or other adult members of the MVCA community. This prohibition applies to any form of sexual contact, as well as written, electronic or verbal communications to a student of a sexual nature.

### **B. Other Types of Unlawful Harassment**

Other types of unlawful harassment occur when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's legally protected characteristic and the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Such unlawful harassment may occur where conduct is directed at a person's legally protected characteristics, including but not limited to: slurs, epithets, nicknames implying negative stereotypes, negative references to racial or ethnic customs, religious traditions, clothing, surnames, disabling condition (such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like), a person's genetic information, height, or weight.

### **C. Grievance Procedure**

Any student, parent/guardian, current or prospective employee or other individual within the school community who believes he/she has experienced and/or observed sex discrimination or sexual harassment ("grievant") should promptly report the matter to the school's Title IX Coordinator, a school counselor, principal or other school administrator. A Title IX grievant is requested to complete a complaint form. Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary.

The grievance procedures will be as follows:

1. It is the express policy of Michigan Virtual Charter Academy to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Timely reporting of complaints facilitates the investigation and resolution of such complaints. A form for such purpose can be found on our website and will also be provided to grievant. As it pertains to students, in appropriate circumstances, due to the age of

the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student's behalf.

2. At the time the complaint is filed, the grievant shall be given a copy of these grievance procedures. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and answer any questions anyone has. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with MVCA's policy on the Reports of Suspected Child Abuse or Neglect of Children.

3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.

4. The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation.

5. If after an investigation, the Title IX Coordinator or designee determines that there is reasonable cause to believe that sex discrimination or sexual harassment has occurred, MVCA shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for confidential counseling or training where appropriate. In addition, the Title IX Coordinator or designee shall seek an informal agreement between the parties which is consistent with (SCHOOL Name) Title IX principles and goals.

6. If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the Title IX Coordinator or designee shall make a report to the School MVCA Board of Directors within thirty (30) working days from receipt of the complaint.

7. The School MVCA Board of Directors shall review the case and make its recommendations to the Title IX Coordinator within fifteen (15) working days after receiving the grievance.

8. The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition.



9. Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and MVCA will take actions necessary to prevent such retaliation.

Any MVCA employee or student who believes s/he has been or is the victim of unlawful harassment, regardless of whether it fits a particular definition, must immediately report the conduct to one of the following designated individuals who serve as "Anti-Harassment Compliance Officers" for MVCA. Initiating a complaint will not adversely affect the complaining individual's employment or participation in educational or extracurricular programs. Any act of retaliation against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation is prohibited. Filing a malicious or knowingly false complaint of unlawful harassment is prohibited. Retaliation against a complainant or participant in a harassment investigation, and the filing of a malicious or knowingly false harassment complaint will result in corrective action up to and including potential discharge from employment, or expulsion.

### **ANTI-HARASSMENT COMPLIANCE OFFICERS**

**Corista Nichols**

**Title IX Coordinator**

**269.487.6903**

**conichols@k12.com**

While there are no time limits for initiating complaints of unlawful harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available. All complaints will be promptly investigated. In order to assist with the investigation process, a complaint should include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, unlawful harassment/retaliation; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; any supporting documentation or other evidence (such as text messages or emails), and the resolution sought. The complainant may also be requested by the Compliance Officer to submit to an interview and/or provide a written statement in order to ensure that the complaint allegations and supporting evidence are fully understood by MVCA.

#### **D. Investigation**

During the course of its investigation, MVCA will respect the privacy of affected individuals and employ reasonable efforts to protect the rights of the complainant, the



individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Academy's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Individuals interviewed will be instructed on the importance of maintaining confidentiality of the investigation. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation. In order to ensure an impartial and complete investigation MVCA reserves the right to utilize an investigator from outside the MVCA, as necessary. Upon conclusion of the investigation, the Compliance Officer will discuss the evidence gathered with a school administrator. The school administrator shall then make a final determination on the merits of the complaint and promptly inform the complainant of the results. The school administrator's decision shall be final.

**E. Corrective Action**

MVCA shall vigorously enforce its prohibitions against unlawful harassment by taking appropriate action reasonably calculated to stop the unlawful harassment, prevent further such harassment, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate corrective action. While observing the principles of due process, a violation of this policy may result in corrective action up to and including the discharge of an employee or the suspension/expulsion of a student. All corrective action will be taken in accordance with applicable State law and the terms of any applicable collective bargaining agreement(s). When imposing discipline, MVCA shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, MVCA may consider whether the alleged conduct nevertheless warrants discipline, or other corrective action in accordance with other MVCA policies, consistent with the terms of any applicable collective bargaining agreement(s) or individual contracts.

Corrective action shall be reasonably calculated to eliminate such conduct in the future, prevent its recurrence, and remedy its effects.

MVCA will also take prompt action to correct individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint

of unlawful harassment.

- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of unlawful harassment, when responsibility for reporting and/or investigating unlawful harassment charges comprises part of one's supervisory duties.

Such action shall be reasonably calculated to eliminate such conduct in the future, prevent its recurrence, and remedy its effects.

**F. Allegations Constituting Criminal Conduct:  
Child Abuse/Sexual Misconduct**

State law requires any school teacher, counselor, audiologist, psychologist, social worker, or administrator who knows or has reasonable cause to suspect abuse or neglect of a child under age (18) shall immediately report that knowledge or suspicion to the Family Independence Agency. The initial report is oral and within 72 hours must be followed by a written report as required by the Michigan Child Protection Law. If, during the course of a harassment investigation, the Compliance Officer or a designee has reasonable cause to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of a student, a report of such knowledge must be made in accordance with State law and MVCA Board of Directors Policy.

Any reports made to the Family Independence Agency or to local law enforcement shall not terminate the Compliance Officer or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officer or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the school administrator (such as law enforcement involvement).

**MVCA Bullying and Cyberbullying Policy**

The MVCA Board of Directors believes that a safe and nurturing educational environment in school is necessary for students to learn and achieve high academic standards. Therefore, it is the policy of MVCA to provide a safe and nurturing environment for all of its students. Appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of students, as well as administrators, faculty, staff, visitors, and volunteers.

## **Bullying and Cyberbullying are Prohibited**

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

### **Definition of Bullying**

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

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

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

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

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

Bullying and cyberbullying are prohibited at school. “At school” is defined as on school premises, at school sponsored activities or events, in a school-related vehicle,

or using a telecommunications access device or telecommunications service provider if the telecommunications access device or telecommunications service provider is owned by or under the control of the school. “Telecommunications access device” and “telecommunications service provider” mean those terms as defined in Section 219a of the Michigan Penal Code (MCL 750.219a)

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

### **Reporting and Investigating Reports of Bullying**

Every student is encouraged to report any situation that he or she believes to be bullying behavior directed toward a student to a teacher, a counselor, administrator, or other staff member. Staff members shall report any reports made by students or situations that they believe to be bullying behavior directed toward a student to the school administrator. Complaints against the Head of School shall be reported to the MVCA Board of Directors.

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

Retaliation or false accusation against a target of bullying, a witness, or another person with information about an act of bullying is prohibited. Suspected retaliation should be reported in the same manner as suspected bullying behavior. Making intentionally false accusations of bullying is likewise prohibited. Retaliation and making intentionally false accusations of bullying may result in disciplinary action up to and including expulsion.

All complaints about bullying that may violate this policy shall be promptly investigated and documented. The school administrator or designee is responsible for the investigation. If the investigation results in a finding that bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for students, up to and including discharge for employees, and up to and including exclusion from school property for parents, guests, volunteers, and contractors. Individuals may also be referred to law enforcement officials.

When the investigation results in a finding that bullying has occurred, both the

parent/legal guardian of a victim of bullying and the parent/legal guardian of a perpetrator of the bullying shall be notified promptly in writing. In addition, administrators investigating the alleged bullying may notify parents of the victim or perpetrator of bullying sooner than the conclusion of the investigation if circumstances dictate such earlier notification.

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

The school administrator is the school official responsible for ensuring this policy is implemented.

### **Confidentiality**

MVCA will comply with all applicable laws regarding confidentiality of personally identifiable information within education records. In addition, the identity of the individual who reports an act of bullying or cyberbullying shall be and remain confidential. The school administrator, or the school administrator's designee shall ensure that the name of the individual who reports an act of bullying or cyberbullying is withheld from the alleged perpetrator and the perpetrator's parent(s), legal guardian(s), and representative(s), and is redacted from any report of bullying or cyberbullying that is publicly disclosed.

### **Notification**

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

### **Reporting**

As required by state statute, MVCA shall provide a report of all verified incidents of bullying and other required information to the Michigan Department of Education on an annual basis, according to the form and procedures established by the Department.

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

### **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 Virtual Charter Academy will impose. In addition to the specific offenses set forth below, Michigan Virtual Charter 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 Virtual Charter Academy in accordance with the law.

<u>Rule</u>	<u>Possible Consequences</u>
<p><b><i>Prohibition of Disruption of School</i></b></p> <p>Students shall act in a courteous manner toward all members of the school and shall not disrupt any education or school-related program:</p> <p>Examples: 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>	<ul style="list-style-type: none"> <li>● Discuss incident with student.</li> <li>● Hold a disciplinary meeting with parents/guardians, student, and staff members.</li> <li>● Suspend student from school privileges.</li> <li>● Suspend from school if above interventions are not effective.</li> <li>● Failure to attend school without a valid excuse also holds student to truancy violations. These are outlined in the Attendance Policy.</li> </ul>
<p><b><i>Compliance with Dress Code</i></b></p> <p>Students shall dress in accordance with the standards described below:</p> <ul style="list-style-type: none"> <li>● pants must be worn on the waist so no undergarments are showing</li> <li>● no halter tops, strapless garments, or garments revealing midriff may be worn to</li> <li>● no garments that reveal undergarments or that are see through may be worn to a school event</li> <li>● no hats, stocking caps, doo rags, bandanas may be worn inside buildings at school</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss incident with student.</li> <li>● Hold a disciplinary meeting with parents/guardians, student, and staff members.</li> <li>● Suspend student from school privileges.</li> <li>● Suspend from school if above interventions are not effective.</li> </ul>

events

- no clothing that has profanity, drug or offensive slogans may be worn to school events

*Note: This section is enforced for students when attending a school function such as testing, MVCA outings, orientations, or other face-to-face event.*

**Prohibition of Offensive Language**

Students shall not use offensive language. Violation of this includes but is not limited to:

- curses, uses vulgar obscene language
- sending, forwarding offensive, sexually-oriented, or threatening messages, pictures or symbols of offensive nature.

- Discuss incident with student.
- Hold a disciplinary meeting with parents/guardians, student, and staff members.
- Suspend student from school privileges.
- Suspend from school if above interventions are not effective.

**Abuse of Computer or Internet Privileges**

Students shall respect the computer privileges granted to them. Example violations include:

- gives his/her password to another individual or uses another individual's account
- illegally downloading copyrighted materials from the internet
- visits sites on the internet which contain sexually explicit material
- harms or destroys data of another student or person, the internet or other networks
- creates, downloads, or uploads computer viruses
- violates any rule outlined in the

- Discuss incident with student.
- Hold a disciplinary meeting with parents/guardians, student, and staff members.
- Suspend student from school privileges.
- Suspend from school if above interventions are not effective.

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.



Acceptable Use Policy	
<p><b><i>Prohibition of Threats</i></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. This prohibition is supplemental to the Bullying Policy above.</p>	<ul style="list-style-type: none"> <li>● Discuss incident with student.</li> <li>● Hold a disciplinary meeting with parents/guardians, student, and staff members.</li> <li>● Suspend student from school privileges.</li> <li>● Suspend from school if above interventions are not effective</li> <li>● If the threat is serious to an individual's life or safety, a student could be presented to the MVCA Board of Directors for expulsion.</li> </ul>
<p><b><i>Prohibition of Fighting</i></b></p> <p>Students shall refrain from mutual confrontations involving physical contact with any members of the school community.</p>	<ul style="list-style-type: none"> <li>● Discuss incident with student.</li> <li>● Hold a disciplinary meeting with parents/guardians, student, and staff members.</li> <li>● Suspend student from school privileges.</li> <li>● Suspend from school if above interventions are not effective</li> </ul>
<p><b><i>Prohibition of Tobacco Products and Paraphernalia</i></b></p> <p>A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.</p>	<ul style="list-style-type: none"> <li>● Discuss incident with student.</li> <li>● Hold a disciplinary meeting with parents/guardians, student, and staff members.</li> <li>● Suspend student from school privileges.</li> <li>● Suspend from school if above interventions are not effective</li> </ul>
<p><b><i>Prohibition of Drugs or Alcohol for Personal Use</i></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>	<ul style="list-style-type: none"> <li>● Hold a disciplinary meeting with parents/guardians, student, and staff members.</li> <li>● Refer student to FAST.</li> <li>● Suspend student from school privileges.</li> <li>● Suspend from school if interventions are ineffective.</li> </ul>



	<ul style="list-style-type: none"> <li>● Follow up with the FAST team to get intervention measures in place.</li> </ul>
<p><b><i>Prohibition of Harassment</i></b></p> <p>Students shall not harass members of the school community, as described in the Harassment Policy.</p>	<ul style="list-style-type: none"> <li>● Discuss incident with student.</li> <li>● Hold a disciplinary meeting with parents/guardians, student, and staff members.</li> <li>● Suspend student from school privileges.</li> <li>● Suspend from school if above interventions are not effective</li> </ul>
<p><b><i>Prohibition of Possession of a Weapon</i></b></p> <p>Students shall not possess any weapon, The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives. A student violates this rule even if he/she did not intend to use a weapon.</p>	<ul style="list-style-type: none"> <li>● Suspend from school.</li> <li>● If danger is severe enough, a student could be presented to the MVCA Board of Directors for expulsion.</li> </ul>

### **State Law and Student Discipline**

In addition to the offenses listed above, Michigan law requires a school district to remove students for certain behaviors. Examples of these behaviors include:

- Possession of a dangerous weapon
- Arson
- Criminal sexual conduct
- Physical assault against a school employee or volunteer.
- Physical assault against another student
- Making a bomb threat, or similar threat.

For more information regarding these behaviors and the mandatory consequences, please consult the Revised School Code, MCL 380.1 *et. seq.*

### **Restorative Practices and Discipline**

A. In accordance with state law, and except as specifically provided in this policy, before a student may be suspended, expelled or permanently expelled, the Academy administrators making the disciplinary decision shall consider each of the following factors:

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

The fact that consideration of these factors has occurred shall be documented in the record of the disciplinary decision. The Head of School shall develop an appropriate checklist to be used to document consideration of these factors.

B. Except as provided in subsection (C), below, the Academy has discretion over whether to suspend, expel or permanently expel a pupil. In exercising this discretion, there is a rebuttable presumption that a suspension, expulsion or permanent expulsion is not justified unless administration can demonstrate that it considered each of the factors listed in subsection (A), above.

C. The obligation to consider the factors listed in subsection (A), above, and the presumption identified in subsection (B), above, shall not apply to a student being permanently expelled under state law for possessing a firearm in a weapon-free school zone.

D. The Academy shall consider using restorative practices as an alternative or in addition to suspension or expulsion of a student. If the Academy suspends or expels a student, the Academy shall consider using restorative practices in addition to suspension or expulsion. The obligation to consider restorative practices shall not apply to a mandatory expulsion for possession of a firearm in a weapon-free school zone.

E. "Restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct. Restorative practices shall be considered as an alternative or in addition to suspension or expulsion of a student. The Head of School shall establish procedures for the use of restorative practices within the Academy

## **STUDENT SECLUSION AND RESTRAINT**

On March 29, 2017, Michigan added Sections 380.1307 - 1307h to the Revised School Code. This Policy is required by the new laws and is adapted from the Michigan State Board of Education Policy for the Emergency Use of Seclusion and Restraint. This Policy is intended to provide the framework for organizational supports that result in effective interventions based on team-based leadership, data-based decision-making, continuous monitoring of student behavior, regular universal screening and effective ongoing professional development. The Academy is committed to investing in prevention efforts and to teach, practice and reinforce behaviors that result in positive academic and social outcomes for students.

In the event that staff members need to restrain and/or seclude students, it must be done in accordance with this policy, which is intended to:

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

This Policy does not limit any right or remedy available to an individual under State or federal law. This Policy applies to all students enrolled in the Academy. In furtherance of these objectives, the Academy will utilize Positive Behavioral Interventions and Supports (PBIS) to enhance academic and social behavior outcomes for all students. PBIS implemented by the Academy will include socially valued and measurable outcomes, empirically validated and practical practices, systems that efficiently and effectively support implementation of these practices, and continuous collection and use of data for decision-making.

### **EMERGENCY SECLUSION**

#### A. Prohibited Practices and Limitations on Use

- The following practices are prohibited under all circumstances, including emergency situations:
- confinement of students who are severely self-injurious or suicidal;
- corporal punishment, as defined in MCL 380.1312(1) of the revised school code, 1976PA451;
- the deprivation of basic needs;
- anything constituting child abuse;
- seclusion of pre-school children;
- seclusion that is used for the convenience of school personnel;
- seclusion as a substitute for an educational program;
- seclusion as a form of discipline or punishment;
- seclusion as a substitute for less restrictive alternatives, adequate staffing or school personnel training in PBIS;
- when contraindicated based on (as documented in a record or records made available to the school) a student's disability, health care needs, or medical or psychiatric condition.

#### B. Definition of Emergency Seclusion

Seclusion means the confinement of a student in a room or other space from which the student is physically prevented from leaving. Seclusion does not include the general confinement of students if that confinement is an integral part of an

emergency lockdown drill required under Section 19(5) of the Fire Prevention Code, 1941 PA 207, MCL 29.29, or of another emergency security procedure that is necessary to protect the safety of students.

Emergency seclusion is a last resort emergency safety intervention involving seclusion that is necessitated by an ongoing emergency situation and that provides an opportunity for the student to regain self-control while maintaining the safety of the student and others.

To qualify as emergency seclusion, there must be continuous observation by school personnel of the student and the room or area used for confinement:

- must not be locked;
- must not prevent the student from exiting the area should staff become incapacitated or leave that area;
- must provide for adequate space, lighting, ventilation, viewing, and the safety of the student;
- must comply with State and local fire and building codes.

C. Time and Duration Emergency seclusion should not be used any longer than necessary, based on research and evidence, to allow a student to regain control of his/her behavior to the point that the emergency situation necessitating the use of emergency seclusion is ended, but generally no longer than:

- fifteen (15) minutes for an elementary school student;
- twenty (20) minutes for a middle school or high school student.

If an emergency seclusion lasts longer than the suggested maximum times above, the following are required:

- additional support (which may include change of staff, introducing a nurse or specialist, or additional key identified personnel);
- documentation to explain the extension beyond the time limit.

### **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 automobiles when reasonable suspicion exists that the search will reveal evidence that the student has violated or is violating the law or school rules.

School authorities may seize any illegal or unauthorized materials discovered during the search.

### **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.

If a teacher in a public school has good reason to believe that a student's conduct constitutes conduct for which the student may be suspended (see Infractions and Consequences above), the teacher may suspend the student for one full school day.

### **Suspensions of 10 Days or Less**

Students who face suspension for 10 days or less shall be afforded a conference with the administrator of the department before being suspended. Parents of the students must be notified of the conference. 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.

When the suspension is in regards to health, safety and welfare the student may be suspended immediately.

### **Suspensions of More Than 10 Days and Expulsions**

For possible suspension of more than 10 days and expulsions, a formal hearing must be held and should be private unless requested by the parent or guardian to be public. An expulsion occurs when the school district's board of education terminates the student's rights and privileges to attend school, including extracurricular activities. An expulsion is for an indefinite time, unless otherwise specified. 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.

In the case of possible expulsion, 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. Students with disabilities are afforded 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:

- removal is for more than 10 consecutive days, and
- 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 IEP 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, and 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;
- carries a weapon; or
- causes serious bodily injury to another

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.

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 reevaluated, 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 the team determines 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 reason to believe that keeping the student in his current school is "substantially likely to result in injury to the child or others", the school will consult with the Special Education 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.

## **Legal Policies and Requirements**

### **Non-Discrimination Equal Educational Opportunity Policy**

Michigan Virtual Charter 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.

### **Confidentiality**

Every effort is made to maintain the confidentiality of students who attend Michigan Virtual Charter 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 Virtual Charter Academy. Student files are accessible only to authorized employees of Michigan Virtual Charter Academy who have an interest in the education of its students. Adults and students should not share their K12 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.

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

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. Students will become an “eligible student” upon their 18th birthday and will afford all rights to their school records at that time. When a student turns 18, the rights to access records will transfer from the parent to the student. These are:

- the right to inspect and to review the student’s educational records within 30 days of the date Michigan Virtual Charter Academy receives a request for access
- the right to request the amendment of the student’s education records that a 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 Virtual Charter 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 Virtual Charter 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 Virtual Charter 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 Virtual Charter 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 MVCA Board of Directors; a person or company with whom Michigan Virtual Charter 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 in order to fulfill his or her professional responsibility. Upon request, Michigan Virtual Charter 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.) Under MCL 380 1136, schools are required to keep a log tracking disclosures of student directory information.

#### FERPA Reminder

Schools must annually and within the first thirty (30) days of a school year notify parents of the opportunity to opt-out (not opt in) to the disclosure of directory information. (See Appendix)

Model notice of directory information:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/mndirectoryinfo.html>

(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.)

Under MCL 388 1291, the "student online personal protection act," prohibits Michigan Virtual Charter Academy from disclosing or selling education records with some exceptions.

If you do not want **Michigan Virtual Charter Academy** to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify **Michigan Virtual Charter Academy** in writing by Wednesday October 4, 2017. Please sign the opt-out below and return to **Michigan Virtual Charter Academy**.

**Michigan Virtual Charter Academy** has designated the following information as

directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

**Opt-Out List of Uses, but not limited to:**

\_\_\_\_\_ **School publications.**

\_\_\_\_\_ **Companies that manufacture class rings.**

\_\_\_\_\_ **Companies that publish yearbooks.**

\_\_\_\_\_ **Military recruiters.**

\_\_\_\_\_ **Opt-Out of all uses of directory information.**

Please check those Opt-Out uses selected for your child and return to **Michigan Virtual Charter Academy** at 678 Front St. Ste 190, Grand Rapids, MI 49504.

## **Maintenance of Student Records**

Student records are maintained at the Michigan Virtual Charter Academy office. MVCA 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 thirty 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 student transfers. student directory information, which includes: the student'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. Please note that records cannot be sent to a parental designee without the provision of a signed Release of Confidential Information form on file. You may ask for a list of the types and locations of the records kept about your child. 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.

### **Change of Address**

In the event you change addresses after initial enrollment, please contact MVCA's registrar with the updated address. Be sure to include the names of all children associated with your household. Also include:

- previous address and new address (Required)
- effective date of address change (Required)
- new phone if applicable

In addition, you are required to submit **one** of the following Proof of Residence documents to our office within 10 days. 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.

### **Proof of Residence Documents:**

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

Mail to: Michigan Virtual Charter Academy  
678 Front Avenue NW, Suite 190  
Grand Rapids, MI 49504

Fax to: 616-309-1608 or Scan and email to: [cronda@k12.com](mailto:cronda@k12.com)

## **Health and Immunization Policy**

Michigan Public Health Code (which is Act 368 of 1978, as amended) states that a child must have at least a minimum of one dose of each school required vaccine, and that the parent should provide Michigan Virtual Charter Academy with the child's official immunization record prior to acceptance for enrollment.

Parents/guardians will need to submit documentation of one of these items to the school:

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

If a completed immunization record or a certified waiver form are not turned in, then the student can be excluded from school based on the public health code, unless the student is in a dose waiting (provisional) period. Dose waiting period means that the student still needs an immunization for school, but is not recommended to receive that dose at that time.

Parents should request their child's health records from the previous school prior to starting school at Michigan Virtual Charter Academy. A parent/guardian having a child registered with only the minimum doses shall present an updated certificate of immunization within four months after initial attendance showing that the immunizations have been completed.

## **Immunization Waivers**

Parents seeking a waiver of certain vaccinations for religious, philosophical, or other non-medical reasons must obtain the State of Michigan waiver form from their local health department. The waiver publish date and signature date must be dated in the same calendar year that the student enrolls with MVCA. The form must be stamped with a health department stamp and a nurse's or doctor's signature must be present on the form. Parents/guardians who want to claim a non-medical waiver must have a discussion about immunizations with county health department staff and receive information on the benefits of vaccination and the risks of vaccine-preventable diseases. These requirements apply to all children who are enrolled at MVCA in Kindergarten or 7th grade and any newly-enrolled student.



If the child has a medical contraindication which prevents them from receiving immunizations, the child's physician may complete a medical contraindication form. The child's physician should have the State of Michigan medical contraindication form available at their office. Again, this form publish date and signature date must be dated in the same calendar year that the student enrolls with MVCA.

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

### **Homeless Policy**

Children who meet the Federal definition of "homeless" will be provided a free and appropriate public education in the same manner as all other students at MVCA and will not be stigmatized or segregated on the basis of their status as homeless. No homeless student will be denied enrollment based on a lack of proof of residency. No MVCA Board of Directors policy, administrative guideline, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

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

- A. transportation services;
- B. educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- C. programs in vocational and technical education;
- D. programs for gifted and talented students
- E. school nutrition programs



## **I Understand and Agree**

By signing the Signature Page found at the end of this handbook, parents confirm that they understand and agree to the contents of this page. Please initial each statement. The purpose of this section is to set expectations for Michigan Virtual Charter Academy parents. Students' success is a primary goal of Michigan Virtual Charter Academy and that can only be achieved if you, the parent, are successful. Therefore, it is important that parents of Michigan Virtual Charter Academy children understand and agree with the following curricular and attendance requirements:

\_\_\_\_\_ I understand that my student is enrolled in a public school with attendance requirements that I am expected to meet. The state requirement is between 6 – 6.5 hours per day depending on my child's grade level. Students in grades K-12 must complete 1098 hours of instruction during the course of the school year.

\_\_\_\_\_ I accept the responsibility to supervise my student in using the K12 curriculum, and I understand that I am expected 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. Michigan Virtual Charter Academy does not consider it acceptable to leave a student home alone or unsupervised all day to complete coursework.

\_\_\_\_\_ I understand and agree that student progress is an expected part of the Michigan Virtual Charter Academy program, 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 and content mastery, not simply attendance.

\_\_\_\_\_ I understand and agree that I am expected to follow the guidance and support of a certified teacher in implementing the Michigan Virtual Charter Academy program with my student.

\_\_\_\_\_ I understand and agree that I am expected to participate in scheduled interactions with my student's teacher, and that I must submit work samples when requested by my student's teacher.

\_\_\_\_\_ I understand and agree that, as a public school, Michigan Virtual Charter Academy students are required to participate in both state required testing, as well as NWEA MAP testing. My child is expected to participate fully in the testing at his or her grade level and may incur consequences if he or she does not participate in required testing.

\_\_\_\_\_ I understand and agree that it is my responsibility to secure an Internet Service Provider, and that I am reimbursed according to the school policy as described in this handbook.

\_\_\_\_\_ I understand and agree that Michigan Virtual Charter Academy is a full-time public school program, and that my child may not be enrolled in any other full-time or

part-time public or private school.

\_\_\_\_\_ I have read and understand Michigan Virtual Charter Academy policy for all addressed topics found in the Michigan Virtual Charter Academy Handbook/Student Code of Conduct.

\_\_\_\_\_ I have read and understand that I am responsible for all provided materials and equipment, that they are school property and must be kept in good condition. I am responsible for the repair or replacement of all lost, stolen, or damaged school property.

MVCA uses a variety of methods to involve parents: social networking, parent orientation sessions, school activities, parent trainings; direct teacher contact via phone, email and Blackboard Collaborate questions; Parent Advisory Council; community discussion board, and parent surveys.

---

We have read and reviewed the Michigan Virtual Charter 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:\_\_\_\_\_

Student’s Signature: \_\_\_\_\_ Date:\_\_\_\_\_

Student’s Signature:\_\_\_\_ Date:\_\_\_\_\_

Parent’s Signature:\_\_\_\_ Date:\_\_\_\_\_

*Sign and return the, “I understand” statement page, including the signed signature page, to your homeroom teacher.*

**Appendix**

Work Permit: These are just samples if you need a work permit please contact the office at 616-309-1600. Per the State of Michigan work permits have to be printed on pink paper for age 16 and under and yellow paper for 17 and over.

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

Permit Number for School Use  
(optional)

**Employer Information:**

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

**Directions: Please type or print using black ink pen. Back of this form must have summary of requirements to be valid.**

Section I: Each Box must be Completed by Minor Applicant and Parent/Guardian			
Name of Minor (First, Middle, Last):		Address:	
City:		ZIP:	
Age:	Date of Birth Month/Day/Year:	Last Four Digits of Social Security Number:	Contact Telephone Number for Minor:
Name of School (present or last attended):		Address:	
City:		ZIP:	
Last Grade Completed: School Status (check one): <input type="checkbox"/> in school <input type="checkbox"/> home school <input type="checkbox"/> on-line/virtual/cyber school <input type="checkbox"/> not attending school			Type of Business (i.e., <i>fast food, manufacturing</i> ):
Signature of Minor: (x)		Name of Parent/Guardian (circle one):	Parent/Guardian Telephone Number:

Section II: Each Box must be Completed by the Employer - Offer of Employment					
Name of Business:		Address:		City: ZIP:	
Earliest Starting Time 7:00 a.m. <b>No Earlier than 7:00 am</b> <b>No Earlier than 7:00 am</b>	Latest Ending Time 7:00 p.m. <b>7:00 pm (Labor Day – June 1)</b> <b>9:00 pm (June 1 – Labor Day)</b>	<b>Non School Days:</b> No more than 8 hours a day on non school day	<b>School Days</b> No More than 3 hours a day Monday-Friday	Not more than 6 days per week	<b>No more than: 3 hours a day, after school, on school day Monday – Friday</b> <b>40 hours a week during non school weeks</b>
Applicant's Job Title:		Hourly Wage:		Name Job Duties/Tasks to be Performed by Minor:	
Signature of Employer: (x)		Title:		Name Equipment/Tools to be Used by Minor:	
Telephone:		Date:			

Section III: Each Box must be Completed by School's Issuing Officer – Must be Signed by the Issuing Officer to be Valid		
This is to certify that: (1) the minor personally appeared before me, (2) this form was properly completed, (3) listed job duties are in compliance with state and federal laws and regulations, (4) listed hours are in compliance with state and federal laws and regulations, (5) this form was signed by student and employer, and I authorize the issuance of this work permit.	Evidence of Age Confirmed by (issuing officer checks one):	
	<input type="checkbox"/> Birth Certificate <input type="checkbox"/> Certificate of Arrival in the U.S. <input type="checkbox"/> Driver's License <input type="checkbox"/> Hospital Record of Birth <input type="checkbox"/> School Record <input type="checkbox"/> Baptismal Certificate <input type="checkbox"/> Other (describe)	
Name of School District:	Printed Name of Issuing Officer:	
Address:	Title:	
City, State, ZIP:	Signature of Issuing Officer:	
Telephone Number:	Issue Date:	
	(x)	

Form CA-6 (revised 2014) Combined Offer of Employment & Work Permit / Age Certificate  
Instructions for completing CA-6 must be printed on back of form to be valid.

**Must Print front and back on Pink Paper.**

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

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

**Who Needs a CA-6 Work Permit?** A minor who is 11 to 13 years of age employed in certain occupations (*referenced above*) or 14 and 15 years of age not specifically exempt from the Youth Employment Standards Act (P.A. 90 of 1978). This completed pink CA-6 work permit allows a minor to be employed only by the employer at the location listed in Section II until a minor turns 16; then, minor completes yellow CA-7 Work Permit. A minor who does home, cyber, virtual, on-line school or who does not attend school must be issued a work permit from a State of Michigan authorized school issuing officer or person authorized by that chief administrator in writing.

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

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

#### **Instructions for Completing and Issuing:**

1. The Minor obtains the pink CA-6 from the Issuing Officer of the school district and completes Section I.
2. The Minor takes the pink CA-6 form to the person (Employer) proposing to employ the minor who completes Section II.
3. The Employer gives the pink CA-6 back to the minor to return to the Issuing Officer who verifies the age of minor using the best available evidence (*reference 409.105 of Public Act 90 of 1978*) and ensures compliance with state and federal laws and regulations.
4. The Work Permit is issued by the Issuing Officer who sign and date the form in Section III.
5. The Issuing Officer makes a copy of the pink CA-6 and place in minor's permanent school file and gives original to the Minor to return to the Employer.
6. The Minor returns the completed original pink CA-6 work permit, front and back, to the Employer **before** beginning work.

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

#### **Employer's Responsibilities:**

- Must have a completed pink CA-6 work permit, front and back, form **before** a minor begins work.
- Must keep the original pink work permit, front and back, form at the place of employment.
- Must provide, at all times, supervision (ongoing instruction and guidance) by the employer or an employee who is 18 years of age or older.
- Must comply with federal, state, and local laws and regulations including nondiscrimination against any applicant or employee because of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability.
- Must maintain adequate time records including number of hours worked each day along with starting and ending times required by Public Act 90 of 1978, as amended, and be made available for inspection by an authorized representative of the department.
- Must return the work permit to the issuing officer upon separation of the minor's employment.
- Must post required work place posters at work site which may be downloaded at [www.michigan.gov/mde](http://www.michigan.gov/mde) .

**Issuing Officer's Responsibilities:** Upon application, **in person by the minor desiring employment**, examine and approve information is not incomplete and work is not hazardous/injurious and is not in violation of state or federal laws and regulations.

#### **14 and 15 Year Old work hours covered by Federal Law (business gross annual sales exceed \$500,000 or interstate commerce):**

1. No more than 3 hours a day on school days (Monday - Friday) after school while school is in session
2. No more than 8 hours a day on non-school days.
3. No more than 18 hours a week during a school week.
4. No more than 40 hours a week during non-school weeks
5. Not before 7:00 a.m. and no later than 7:00 p.m. (September Labor Day – June 1).
6. Not before 7:00 a.m. and no later than 9:00 p.m. (June 1 – September Labor Day).

#### **14 and 15 Year Old work hours covered by State Law:**

1. No more than 6 days in one week.
2. Not employed during school hours.
3. Not more than 5 hours continuously without a documented and uninterrupted meal or rest period, at least 30 minutes or more.

**Michigan Youth Employment Standards Act (P.A. 90 of 1978):** For information about the law, rules, and regulations contact the Office of Career and Technical Education, PO Box 30712, Lansing, MI, 48909 (517-335-6041) or [www.michigan.gov/mde](http://www.michigan.gov/mde) and click "Programs & Offices", then click "Career & Technical" and select "Youth Employment".

**Federal Fair Labor Standards Act:** For information about 14 and 15 years of age child labor provisions, contact the U.S. Department of Labor, Wage and Hour Division (1-866-4USWAGE) or [www.youthrules.dol.gov](http://www.youthrules.dol.gov).

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



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

Permit Number for School Use (optional)
--

**Employer Information:**

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

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

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

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

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

Name of Business:		Address:		City:	ZIP:
Earliest Starting Time 6:00 a.m. No earlier than 6:00 am	Latest Ending Time 10:30p.m. No later than 10:30 pm (Sun-Thurs) No later than 1:30 pm (Fri-Sat)	Hours per Day: No more than 8	Number of Days per Week: No more than 6 per week	Total Hours of Employment: No more than 24 when school in session; No more than 48 when school not in session	
Applicant's Job Title:	Hourly Wage:	Name Job Duties/Tasks to be Performed by Minor:		Name Equipment/Tools to be Used by Minor:	
Will the minor be working under an hours deviation granted by the Michigan Department of Education? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, attach the Individual Application for Hours Deviation for 16 and 17 Year Old Minors along with this original yellow CA-7 and mail to: <b>MDE/OCTE P.O. Box 30712, Lansing, Michigan 48909</b> , for approval					
Signature of Employer: (x)		Title:	Telephone:	Date:	

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

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

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

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

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

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

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

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

### **Instructions for Completing and Issuing:**

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

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

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

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

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

### **Minors 16 or 17 Years of Age Work Hours:**

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

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

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

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

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

**Planned Absence Contract**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_ Learning Coach Name:  
\_\_\_\_\_

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

The above named student will be absent from school work for the following date(s)\_\_\_\_\_.

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

\_\_\_ Religious Holiday

\_\_\_ Medical Leave for Student

Nature of Medical absence: \_\_\_\_\_

\_\_\_ Family Trip / Vacation

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

\_\_\_ Other planned absence

Please explain the nature of this planned absence:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Learning Coach Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

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

Homeroom Teacher Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

Date contract was received by homeroom teacher: \_\_\_\_\_

Absence approved by homeroom teacher:  Yes or  No





**State Board of Education Approved Home Language Survey\***

The Michigan Virtual Charter Academy is collecting information regarding the language background of each of its students. This information will be used by the district to determine the number of children who should be provided bilingual instruction according to Sections 380.1152-380.1157 of the School code of 1995, Michigan's Bilingual Education Law. Would you please help by providing the following information? Thank you very much for your cooperation.

Name of Student:  Grade  Age

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

Yes  No If Yes, what is that language? \_\_\_\_\_

2. Is the primary language<sup>1</sup> used in your child's home or environment a language other than English?

Yes  No If Yes, what is that language? \_\_\_\_\_

Print Name Parent/Guardian Name:

Parent/Guardian Signature:  [Click to Sign](#) Date Sep 2, 20

Address

Enter your email address

<sup>1</sup> Primary language means the dominant language used by a person for communication

\*Translation of this survey form in Spanish, Arabic, French, Italian and Ojibwa is available at the Office of Field Services at 517-373-6066.



Michigan Virtual Charter Academy  
 Enrollment Processing Center  
 2300 Corporate Park Dr. Suite 200  
 Herndon, VA 20171

Ph. 877.643.6198  
 Fx. 207.517.2109

## 2015-2016 Family Income Form

In order to determine if we will receive federal Title I funds for reading and/or mathematics or other services, certain information is needed. Please complete this form and submit it via fax or email to the information provided. List only those students enrolling.

### Student Information

Please print the name of all children enrolling.

NAME	BIRTH DATE	SEX	GRADE	DISTRICT OF RESIDENCE (WHERE YOU LIVE)	INDICATE IF CHILD IS A FOSTER CHILD, WARD OF COURT, OR FOOD STAMP RECIPIENT
*		Se			Select...
		Se			Select...
		Se			Select...
		Se			Select...
		Se			Select...
		Se			Select...

### Calculating Household Income

In order to determine if we will receive Title I funds, you will have to calculate the total amount of income in your household. Include all income for all household members (include yourself, all children in the home, your spouse, grandparents, and all others related and unrelated in your household). See lists below of the type of income to report.

#### Earnings from work:

- Wages/salaries/tips
- Strike benefits
- Unemployment Compensation
- Worker's Compensation
- Net income from self-owned business or farm

#### Pensions/Retirements/Social Security:

- Pensions
- Supplemental Security Income
- Retirement income
- Social Security

#### Public Assistance/Child Support/Alimony:

- Public assistance/welfare payments
- Alimony/child support payments

#### Other Income:

- Disability benefits
- Interest dividends
- Cash withdrawn from savings
- Estate/trusts/investments
- Regular contributions from person(s) not living in household
- Net royalties/annuities/net rental income

### Household Income