



MICHIGAN GREAT LAKES VIRTUAL ACADEMY

POWERED BY STRIDE K12

2026-2027 Parent/Student Handbook

**Michigan Great Lakes Virtual Academy
50 Filer St Ste 324 - Manistee, Michigan 49660**

Main Office: 231-794-5999

FAX: 231-794-6416

www.k12.com/mglva

Adopted by the MGLVA Board of Directors on August 19, 2026

Revised/Updated on August 19, 2026

Welcome to Michigan Great Lakes Virtual Academy!

Dear Michigan Great Lakes Virtual Academy Family,

Welcome to the 2026-27 school year at Michigan Great Lakes Virtual Academy! We are excited that you have chosen to join us on this journey! At Michigan Great Lakes Virtual Academy, we believe that the relationship between the student, family, and teacher is the heart of a successful school experience.

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

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

Best wishes for a wonderful year,

A handwritten signature in black ink, appearing to be 'KS' with a stylized flourish.

Kendall Schroeder
Executive Director/Head of School
Michigan Great Lakes Virtual Academy

Michigan Great Lakes Virtual Academy

Reauthorized by Manistee Area Public Schools in 2018

OUR MISSION

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

OUR VISION

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

OUR CORE VALUES

A shared goal between a team and its partners opens collaboration to a whole new level.

Working toward the same goal redefines our relationship and strengthens our teamwork. Each party represents an integral component to a goal's success.

MGLVA's mission, vision, and core values must align with STRIDE K12's mission, vision, and core values. Our mission is to be a school of excellence, guiding the way for all who enter. Just as a real lighthouse shines its light to guide ships safely to shore, MGLVA will shine its beacon of light to guide its members on their journey. This beacon will light the path and guide each of us safely to our destination. Although much will be required of each of us, MGLVA will be there when things get rocky. The word "beacon" reflects the core values of MGLVA. The word "pact" reflects the core values of STRIDE K12, Inc. Here is how they intertwine.

B = Bravery

E = Ethics

A = Ambition

C = Compassion

O = Openness

N = Nobility

P = Passion

A = Accountability

C = Customer Focus

T = Teamwork

Passion relates to ambition and compassion. Having the grit to persevere while also showing love and caring toward one another is critical.

Accountability involves ethics. Having integrity and acting in an ethical manner strengthens a community.

Customer Focus values ambition and bravery, promoting new ideas to enhance learning for all students.

Teamwork encompasses all values. Supporting each other within the community builds trusting and long-lasting relationships working together toward a common goal.

OUR COMMUNICATION PLAN

Effective communication is critical to the success of a school's students, learning coaches, and staff.

This handbook provides an abundance of information to ensure that staff, Learning Coaches, and students receive the information they need to be successful.

Michigan Great Lakes Virtual Academy Office

50 Filer St Ste 324, Manistee, MI 49660

School website: www.k12.com/mglva

Office phone: 231-794-5999

Office FAX: 231-794-6416

Attendance email: mglvaattendance@mglva.org

STRIDE K12 website: www.k12.com

Tech Support: 866-512-2273

CUSTOMER CARE – Choose option #1 if you have issues with any of the following: Materials, Navigation/Login, PC/Printer receipt & delivery

TECHNICAL SUPPORT – Choose option #2 if you have issues with any of the following: Hardware, Software, Platform, Engageli Usernames/Passwords

SCHOOL DIRECTORY

SCHOOL ADMINISTRATION/SUPPORT STAFF	NAME	EMAIL
Executive Director/Head of School	Kendall Schroeder	keschroeder@mglva.org
Operations Manager	Joel Szekely	dszekely@mglva.org
Assistant Operations Manager	Angela Brandenburg	anbrandenburg@mglva.org
Assistant Operations Manager	Anne Harkema Penn	aharkemapenn@mglva.org
Office Administrator	Lisa Bezjian	lbezjian@mglva.org
Special Education Registrar	Cassie Gendron	cgendron@mglva.org
Enrollment Coordinator	Chad Brandenburg	cbrandenburg@mglva.org
School Operations Support Specialist	Denise Giltz	degiltz@mglva.org
Registrar	Laura Miller	lmiller@mglva.org
preK-2 Academic Administrator	Jennifer Canfield	jcanfield@mglva.org
3-5 Assistant Academic Administrator	Denise Englehart	denglehart@mglva.org
Middle School Academic Administrator	Anthony Kinkle	akinkle@mglva.org
High School Academic Administrator	Noemi Lepley	nlepley@mglva.org
K-2 Assistant Academic Administrator	Stephanie Weber	sweber@mglva.org
Middle School Assistant Academic Administrator	Donna Wright	dwright@mglva.org
CTE, Dual Enrollment, EMC Assistant Principal	Becky Langdon-Hagerty	blangdonhagerty@mglva.org
High School Assistant Academic Administrator	Tiffany Fishel	tfishel@mglva.org
Student Support Administrator/Title IX Coordinator/ Foster Care Liaison, Migrant Liaison	Kirstin Miller	kmiller@mglva.org
Special Programs Academic Administrator	Brandon Seaver	bseaver@mglva.org
MTSS Coordinator	Kristen Reed	kreed@mglva.org
School Data Analyst	Courtney Prout	cprout@mglva.org
K-12 Homeless Liaison/MKV Coordinator	Rochelle Jefferson	rojefferson@mglva.org
Section 504/Child Find Coordinator	Mallory Hughes	mahughes@mglva.org

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MGLVA CALENDAR 2026-2027

			STUDENTS	STAFF
August	18-19	Full Day PD	5	16
August	25	First Day of School		
August	28	Half Day/Teacher PD		
September	4-7	No School/Labor Day	20	20
September	25	Half Day/Teacher PD		
October	7	Count Day	22	22
October	23	Half Day/Teacher PD		
November	26-27	No School/Thanksgiving Break	19	19
December	21-31	No School/Winter Break	14	14
January	1-5	No School/Winter Break	17	19
January	4-5	No School/Staff Workday		
January	6	Students Return		
January	18	No School/Martin Luther King, Jr. Day		
February	10	Count Day	19	19
February	15	No School/Presidents' Day		
February	26	Half Day/Teacher PD		
March	26	Half Day/Teacher PD	20	20
March	29-31	No School/Spring Break		
April	1-2	No School/Spring Break	20	20
April	5	Students and Staff Return from Break		
April	23	Half Day/Teacher PD		
May	28	Half Day/Teacher PD	20	20
May	31	No School/Memorial Day		
June	4	Last Day of School	4	9
June	7-11	Staff Workdays/Teacher PD		

Full Days	172	198
Half Days	8	0
Total Days	180	198

STATEMENT OF ADOPTION

The Michigan Great Lakes Virtual Academy Parent/Student Handbook and the policies and procedures within have been adopted by the Michigan Great Lakes Virtual Academy Board of Directors. The handbook will be reviewed and each year for updates and revisions and presented to the Board of Directors for adoption.

CODE OF STUDENT CONDUCT

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

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

NONDISCRIMINATION EQUAL EDUCATIONAL OPPORTUNITY POLICY

Michigan Great Lakes Virtual Academy shall not discriminate in its educational programs, activities, or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry, or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, Americans with Disabilities Amendment Act of 2009, and the Michigan Human Relations Act. Information relating to special accommodation, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained by contacting the school. For details on the Title IX grievance procedure, please visit <http://mglva.k12.com/title-ix-grievance.html>

GLOSSARY OF TERMS

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

Cyberbullying shall mean bullying that occurs by use of electronic devices through means of email, instant messaging, text messages, blogs, discussion threads, mobile phones, chat messaging, pagers, and websites.

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

Expulsion shall mean the removal of a student from school for more than ten (10) days because the student has violated the Code of Student Conduct.

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

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

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

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

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

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

RIGHTS AND RESPONSIBILITIES OF STUDENTS

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

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

RIGHTS AND RESPONSIBILITIES OF PARENTS/GUARDIANS/LEARNING COACH

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

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

STUDENT INFRACTIONS AND CONSEQUENCES

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

RULE	POSSIBLE CONSEQUENCE OR INTERVENTION FOR INFRACTION
Prohibition of Disruption of School Students shall act in a courteous manner toward all members of the school and shall not disrupt any education or school-related program: If a student fails to obey directions; uses beepers, cell phones, or telephonic devices during school functions or in class; or fails to attend class without a valid excuse.	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. Failure to attend school without a valid excuse also holds student to truancy violations. These are outlined in the Attendance Policy.
Compliance with Dress Code Students shall dress in accordance with the standards described below: • pants must be worn on the waist so no undergarments are showing; • no halter tops, strapless garments, or garments revealing midriff may be worn to a school event; • no garments that reveal undergarments or that are transparent may be worn to a school event; • no hats, stocking caps, doo rags, or bandanas may be worn inside buildings at school events; or • no clothing that has profanity or 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, Michigan Great Lakes Virtual Academy Days Out, orientations, or other face-to-face event.	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.
Prohibition of Offensive Language Students shall not use offensive language. Violation of this includes but is not limited to: • cursing or using vulgar or obscene language; or • sending or 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.

Mandate of Academic Honesty Students are expected to maintain the highest standards of honesty in their work. Violation of this includes but is not limited to; • copying work from another person; • plagiarizing work of another; • using answer keys provided for learning coach; • copying work from Internet sources without proper citations; • forging notes; or sharing test questions with others.	First Incident Express concerns and provide concrete examples of dishonesty. (K–8) Allow students to redo assignment and resubmit for a grade. (9–12) Citation submissions can be resubmitted. Any others receive a grade of zero (0). Second Incident Hold a disciplinary meeting with parents/guardians, student, and staff members. All second-incident assignments receive a zero (0) with no opportunity to make up. Third Incident Hold a face-to-face disciplinary meeting to discuss ways to eliminate academic dishonest behaviors.
Abuse of Computer or Internet Privileges Students shall respect the computer privileges granted to them. Violations include; • giving his/her password to another individual or using another individual’s account; • illegally downloading copyrighted materials from the Internet; • visiting sites on the Internet that contain sexually explicit material; • harming or destroying data of another student or person, the Internet, or other networks; • creating, downloading, or uploading computer viruses; or violates any rule outlined in the Acceptable Use Policy.	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.
Prohibition of Threats A student shall not communicate, directly or indirectly, any threat to another member of the school community that places him/her in fear of injury, pain, or ridicule. Serious threats to life or safety are included in the Bully Policy and will rescind student from school privileges.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend from school if above interventions are not effective. If the threat is serious to an individual’s life or safety, a student could be presented to the board for expulsion.

Prohibition of Fighting Students shall refrain from mutual confrontations involving physical contact with any members of the school community.	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.
Prohibition of Tobacco Products and Paraphernalia A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.	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.
Prohibition of Drugs or Alcohol for Personal Use Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non-prescription medication.	Hold a disciplinary meeting with parents/guardians, student, and staff members. Refer to Student Assistance Team. Suspend student from school privileges. Suspend from school if above interventions are not effective. Follow up with the SAP team to get intervention measures in place.
Prohibition of Bullying and Serious Threats Bullying of a pupil, whether by other students, staff, visitors, parents, guests, contractors, or volunteers, is prohibited. All students are protected under this policy, and bullying is prohibited without regard to its subject matter or motivating animus. Bullying is defined as any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly by doing any of the following: • Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils. • Adversely affecting the ability of a pupil to participate in or benefit from the Michigan Great Lakes Virtual Academy's educational programs or activities by placing the pupil in	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.

reasonable fear of physical harm or by causing substantial emotional distress. • Having an actual and substantial detrimental effect on a pupil's physical or mental health. • Causing substantial disruption in, or substantial interference with, the orderly operation of the school.	
Prohibition of Harassment Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatens, intimidates, or creates a hostile environment because of someone's gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status, and/or political beliefs.	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.
Prohibition of Possession of a Weapon Students shall not possess any weapon as defined in this code's glossary. A student violates this rule even if he/she did not intend to use such thing as a weapon.	Michigan Great Lakes Virtual Academy has a zero- tolerance policy on weapons violations. Students in possession of a weapon will go to an expulsion hearing.

SEARCH AND SEIZURE POLICY

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

FLAG SALUTE

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

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

Under the federal Pupil Privacy Rights Amendment (PPRA), parents or guardians of students have rights to consent before students are required to submit to a survey that concerns one or more of the following protected areas if the survey is funded in whole or in part by a program of the United States Department of Education:

1. Political affiliations or beliefs or practices of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;

5. Critical appraisals of others with whom the student or the student's parents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine eligibility for programs or financial assistance.
9. Any other protected information survey, regardless of funding;
10. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required by State law; and
11. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

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

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

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. The Academy has enacted a policy regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Parents are welcome to provide input into the Academy's policy regarding the PPRA. The Academy is hereby notifying parents of its PPRA policy at least annually at the start of each school year in this Parent/Student Handbook and after any substantive changes to the PPRA policy. The Academy will also directly notify parents of students who are scheduled to participate. Scheduled to participate in the specific activities or surveys noted below, through US mail or email and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. To the extent known, the Academy will notify parents at the beginning of the school year if the Academy has identified the specific or approximate dates of the activities or surveys. For surveys and activities scheduled after the school year starts, parents will be provided with reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided with an opportunity to review any pertinent surveys. A list of the specific activities and surveys covered under the direct notification requirement under the PPRA are as follows:

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

Parents who believe their rights under the PPRA have been violated may file a complaint with the Family Policy Compliance Office, United States Department of Education, 400 Maryland Avenue, SW Washington, DC 20202-5920, Phone: 1-800-872-5327

ADDRESS CHANGES

When contacted by the family that there has been an address change, we inform them that they will need to provide a copy of supporting documentation such as an updated driver's license, rental agreement, utility bill, or any of the acceptable residence documents as listed in Article 1, Section 1.01c(iii) that show the new address and the name(s) of the legal guardian. Family is given the necessary contact information to email, fax, or mail the documents to MGLVA's administration office. Upon receipt of documentation, the office administrator will review it for compliance.

- a) If compliant, the office administrator will
 - i. scan and upload a copy of the document to PowerSchool,
 - ii. change the address in PowerSchool, and
 - iii. place the original in the student's physical file.
- b) If the documentation is not acceptable, the office administrator will call, email, or send a letter informing the family that the documentation is not acceptable and why and provide a list of documents that the family can submit to document the new address.

DISCIPLINARY MEETINGS AND ACTION

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

PROCEDURES FOR SUSPENSIONS OF THREE (3) DAYS

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

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

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

PROCEDURE FOR SUSPENSIONS OF MORE THAN THREE (3) DAYS

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

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

EXPULSION

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

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

DISCIPLINE OF STUDENTS WITH DISABILITIES

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

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

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

If the offense and subsequent suspensions do not exceed ten (10) consecutive days nor constitute a pattern or suspensions using the Documentation of Pattern planning form, then it is not a change in placement and the student may be subject to the same consequence that school applies to all students who violate the Code of Student Conduct. If the offense is a change in placement, the school team (including the parent or guardian) must hold a Manifestation Determination Review meeting within ten (10) days of the decision to remove the student to determine two issues:

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

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

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

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

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

To comply with the law, a 45-school-day emergency removal for serious bodily injury must be serious, i.e., requiring medical treatment. During the forty-five (45) school-day period, the school must convene a manifestation determination meeting. If the school determines that the conduct is a manifestation, the school may have the child 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 all team members determine that the conduct was not a manifestation of the student's disability, then the 45-school-day emergency placement may proceed to a disciplinary proceeding afforded to all students.

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

EMERGENCY HEARING FOR DANGEROUSNESS

If a school has solid reasons to believe that keeping the student in his current school is “substantially likely to result in injury to the child or others”, the school will consult with the Special Programs Director, who may request an emergency hearing to ask a Hearing Officer to transfer the student to an alternative setting for up to forty-five (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.

ONLINE WEBCAM ETIQUETTE

All computers provided to students should include a webcam. MGLVA intends to increase the ability for all participants in a live, online session to collaborate with webcams enabled. While increased webcam exposure can enhance the collaborative and interactive nature of live instruction, it can also pose challenges with respect to proper webcam etiquette and disciplinary action based on webcam usage or misuse. Use of a webcam can be limited or prohibited at any time if proper webcam etiquette or behavior is not followed. The webcam should be used for educational purposes and academic collaboration only. The MGLVA student code of conduct policy applies to all webcam interactions. In addition to common sense etiquette, the following guidelines must also be followed.

DRESS CODE FOR INTERACTION ON WEBCAM

MGLVA will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of MGLVA. The Board authorizes the Head of School to establish a reasonable dress code to promote a safe and healthy school setting and enhance the educational environment. The Head of School is permitted to establish such dress code guidelines as are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes. Such guidelines shall prohibit student dress practices that

1. present a hazard to the health or safety of the student or to others in the school;
2. materially interfere with schoolwork, create disorder, or disrupt the educational program;
3. cause excessive wear or damage to school property; and
4. prevent the student from achieving his/her educational objectives.

Clothing must be appropriate for a learning environment even when exhibited on a webcam.

The following should not be worn:

- distracting clothing
- revealing clothing
- clothing with content relative to drugs, alcohol, or any other controlled substance
- clothing with content relative to explicit language or inappropriate content, such as weapons
- gang attire
- costume masks

PLACEMENT OF WEBCAM

Efforts should be made to locate the webcam in an area that meets the following suggestions:

- limited background noise
- a quiet area without distractions

Webcams cannot be enabled without the student’s knowledge and can only be enabled for educational purposes. The student/parent has the option of disabling or covering the webcam, unless the webcam is legally required to be engaged and visible for attendance confirmation, course requirements, or other educational purposes. Certain courses will require face-to-face interaction via webcam. A student not wishing to engage on a webcam may seek an alternative by contacting the teacher, academic administrator, or designee.

BULLYING AND CYBERBULLYING POLICY

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

MICHIGAN STATE BOARD OF EDUCATION

Anti-Bullying Policy

Adopted by the MGLVA Board of Education on April 23, 2015

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)

- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

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

Factors for Determining Remedial Measures

Personal

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

Environmental

- School culture
- School climate and lack of connectedness
- Student-staff relationships and staff behavior toward the student
- Level of consistency in staff responses to bullying or harassing behaviors
- Level of consistency in application or severity of consequences given to students
- Staff-staff relationships witnessed by students
- General staff management of classrooms and other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation
- Range and number of opportunities for student engagement, involvement, and recognition for achievement (beyond academics and athletics)

Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the board of education's approved code of student conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

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

Examples of Remedial Measures

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

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

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Learning coach/parent supervision during online sessions
- General professional development programs for certificated and noncertificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parental input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

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

The Michigan Great Lakes Virtual Academy board of education requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three (3) school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

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

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

The Michigan Great Lakes Virtual Academy board of education requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff.

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

References: 5516 Board Policy: Student Hazing; 5517 Board Policy: Anti-Harassment; 5517.01 Board Policy: Bullying and Other Aggressive Behavior Toward Students

WHERE TO GO WITH QUESTIONS OR CONCERNS

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

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

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

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

INFORMAL COMPLAINT PROCESS

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

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

FORMAL COMPLAINT PROCESS

Anyone may initiate a formal complaint of harassment, intimidation, or bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts will be made to increase the confidence and trust of the person making the complaint. Michigan Great Lakes Virtual Academy will fully implement the antiretaliation provisions of this policy to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any school initiated investigatory activities. The Head of School or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the school needs to conduct an investigation based on information in their possession, regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

1. All formal complaints shall be in writing. Formal complaints shall set forth the specific acts, conditions, or circumstances alleged to have occurred that may constitute harassment, intimidation, or bullying. The compliance officer may draft the complaint, based on the report of the complainant, for the complainant to review and sign.
2. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that the district needs to draft a formal complaint based on the information in the officer's possession.
3. The compliance officer shall investigate all formal, written complaints of harassment, intimidation, or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.
4. When the investigation is completed, the compliance officer shall compile a full written report of the complaint and the result of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.
5. The Head of School or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty (30) days, stating that Michigan Great Lakes Virtual Academy intends to take corrective action; or that the investigation is incomplete to date and will be continuing; or that Michigan Great Lakes Virtual Academy does not have adequate evidence to conclude that bullying, harassment, or intimidation occurred.
6. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the Head of School's written response, unless the accused is appealing the imposition of discipline and the school is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.
7. If a student remains aggrieved by the Head of School's designee's response, the student may pursue the complaint as one of discrimination pursuant to The Michigan Great Lakes Virtual Academy Grievance Policy.

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

copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation, and bullying.

GRIEVANCE/COMPLAINT POLICY

PARENT COMPLAINT RESPONSE/DUE PROCESS PROCEDURE

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

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

MGLVA ENROLLMENT AND LOTTERY POLICY

The MGLVA Board of Directors have adopted an enrollment policy in accordance with Michigan law. MGLVA is a school of excellence that is a cyber school. MGLVA serves full-time students in grades K–12 who meet the requirements of the Michigan Revised School Code, MCL 380.556, and are residents of the State of Michigan or foreign exchange students. MGLVA does not charge tuition and does not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, or any other basis that would be illegal if used by a school for admission, including race, sex, sexual orientation, sexual (gender) identity, religion, national origin, color, height, weight, marital status, disability, veteran's status, genetic information, or any other protected class under federal and/or state law. Students must be a resident of the state of Michigan.

Admissions are open to students on a statewide basis. MGLVA shall give enrollment priority as follows:

- A sibling of a pupil enrolled in MGLVA; or
- A child of an employee or staff member of MGLVA

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

No student may be denied participation in the application process due to a lack of student education records such as an IEP, CA 60 file, transcript, or similar student education records.

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 (6) to sixteen (16) 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 (5) years of age by September 1 of the school year and is a resident of a school district that provides kindergarten work is entitled to enroll in kindergarten (MCL 380.1147).

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

ATTENDANCE & STUDENT ENGAGEMENT

At Michigan Great Lakes Virtual Academy, regular attendance and active participation are essential for student success.

Because MGLVA is an online public school, attendance is measured through both participation in Live Class Sessions and meaningful academic engagement within a student's online coursework.

Students are expected to:

- Attend scheduled Live Class Sessions whenever possible
- Complete coursework on each scheduled school day
- Communicate with teachers and advisors when circumstances affect attendance
- Work with their Advisor if additional support is needed

Families play an important role by encouraging daily participation, monitoring student progress, and communicating with the school whenever barriers arise.

UNDERSTANDING ATTENDANCE

A student is considered present when they participate in school through meaningful academic engagement, including:

- Completing assignments, quizzes, or assessments
- participating in Live Class Sessions
- Engaging in coursework within the online learning environment
- Completing other teacher-approved instructional activities

Students who are not participating in coursework or attending Live Class Sessions may be recorded absent for that school day.

ATTENDANCE RESPONSIBILITIES

- Attendance is logged daily in the online school by parent/learning coach.
- Schedules may be blocked or flexible; however, attendance in each course needs to be logged daily for an average total of 6.5 hours.
- Extended family travel, except during normal school vacation periods, requires written notification and vacation contract approval by the Head of School or designee. This should be completed at least one week prior to the extended absence.
- All families must attend a parent orientation and the new students will complete the "Introduction to Online Learning" course via the online school, along with attending daily orientation sessions with their advisor during the first week of school.
- The family must maintain regular communication with the Michigan Great Lakes Virtual Academy teachers and staff.
- Students and parents/learning coaches must check their school email and phone messages daily. Return response should be within 24 hours or on the next business day.
- Students must attend all required Engageli live sessions for direct instruction as directed by their teachers.

CHRONIC ABSENTEEISM

Excessive absences adversely affect a student's academic performance and relationship with the school. Students who amass excessive absences or have long periods of a lack of engagement will fall under the truancy policy and may be withdrawn from MGLVA. Anytime a student has missed five (5) consecutive

days due to an illness, a doctor’s note will be required.

Under Michigan law, a student is considered **chronically absent** when they miss **10% or more of the scheduled school days** during the school year (approximately 18 days in a traditional 180-day school year). A “missing” day of school occurs when a student does not attend Live Class Session or access and complete work within their online courses during an entire scheduled day of school per the school calendar. Truant or Chronically Absent students will be supported through the MTSS for Engagement process. Failure to improve attendance may lead to the student being considered for disciplinary action up to and including a filing/referral to the local county juvenile prosecutor or possible withdrawal from Michigan Great Lakes Virtual Academy.

Chronic absenteeism can significantly impact:

- Academic achievement
- Course completion
- Graduation progress
- Student engagement
- Long-term educational success

MGLVA closely monitors attendance throughout the school year so that support can begin as early as possible.

OUR ATTENDANCE SUPPORT PROCESS

When attendance or engagement concerns arise, MGLVA partners with families through a proactive Multi-Tiered System of Supports (MTSS). The purpose of this process is to identify barriers early and provide individualized support—not to punish students or families.

Depending on a student's attendance pattern, families may receive:

- Attendance reminder emails
- Phone calls from Advisors or Attendance Specialists
- Check-ins to identify barriers affecting attendance
- Attendance improvement planning
- Referrals to community resources when appropriate
- Ongoing progress monitoring and family collaboration

Students experiencing continued attendance concerns may receive more intensive interventions through the Student Support Team.

ATTENDANCE COMMUNICATION TIMELINE

Families may receive communications as attendance concerns increase, including:

Attendance Concern	Typical School Response
3 consecutive absences	Attendance reminder email and Advisor outreach
5 consecutive absences	Advisor phone call and attendance follow-up
7 consecutive absences	Attendance Specialist outreach and additional intervention planning
10 consecutive absences	Certified attendance notification and continued intervention
10 total absences	Chronic Absenteeism notification

14 total absences	Additional Chronic Absenteeism notification
18 total absences	Formal Chronic Absenteeism notification via mail and email
15 consecutive absences without successful re-engagement	Students may be considered for withdrawal in accordance with state attendance requirements and school policy. Families are contacted throughout this process.

WE'RE HERE TO HELP

Our goal is always to work with families to identify solutions before attendance concerns become significant. Please contact your students Advisor as soon as possible, if your student is experiencing challenges related to any of the following:

- Illness
- Mental Health
- Family Circumstances
- Housing Instability
- Transportation
- Technology
- Internet Access
- Motivation or Engagement
- Other Barriers to Learning

Early communication allows our Student Support Team to connect families with resources and develop a plan that supports student success.

EVERY DAY Matters

AT MGLVA

Your daily participation helps you learn, stay on track, and reach your goals.
We're here to support you every step of the way!





LOG IN
Be present and ready to learn.



COMPLETE COURSEWORK
Stay engaged and make progress each day.



ATTEND LIVE CLASS
Connect with your teacher and classmates.



STAY CONNECTED
Communicate, ask for help, and reach out.



WHY ATTENDANCE MATTERS

- Good attendance leads to **stronger academic success.**
- Daily engagement helps you **stay on track** and reach your goals.
- Consistent participation helps you **build relationships** and stay connected.
- Every day is a chance to **learn, grow, and achieve!**

Small EFFORTS Every Day = BIG RESULTS

OUR ATTENDANCE SUPPORT TIMELINE

3 DAYS	5 DAYS	7 DAYS	10 DAYS	15 DAYS
Attendance Reminder Email	Advisor Outreach Phone Call	Attendance Specialist Support	Certified Attendance Notice	Withdrawal Review (If no re-engagement)

We will communicate and partner with you throughout the entire process.
Our goal is to support your success!

WE'RE HERE TO HELP!

If you are facing challenges, let us know. We can help with:

- Mental Health
- Housing & Family Needs
- Technology & Internet Access
- Community Resources
- Attendance & Engagement

Contact your Advisor.
We are a team, and we're here for you!

STUDENTS FIRST • RELATIONSHIPS MATTER • TEAMWORK ALWAYS



REPORTING ABSENCES

If your child is unable to attend school at all (no class sessions, logins, or course work), please email our Attendance Line at mglvaattendance@mglva.org. Be sure to include your student's name, ID number, date(s) of absence, and reason for absence.

Please email your teacher if your student will be absent and unable to attend Live Class Session or other live, online sessions so that they are aware of the absence.

EXCUSED ABSENCES

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

UNEXCUSED ABSENCES

An unexcused absence is an absence not recognized by state law or Michigan Great Lakes Virtual Academy.

Unexcused absences may result in loss of credit for assignments missed.

TRUANCY

A student will be considered truant after ten (10) days of unexcused absences or lack of engagement in the online school.

HABITUAL TRUANCY

A truant is defined as a student who is willfully absent from school without the knowledge and consent of the parent and school or absent from school when there is an attempt to evade the Michigan Compulsory Attendance Law. A “habitual truant” is defined as a student who is truant three (3) times during any semester. A truant absence is considered an unexcused absence.

INSTRUCTIONAL TIME

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

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

The following criteria are counted toward instructional time:

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

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

PROCESS FOR ATTENDANCE MONITORING AND REPORTING

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 CANVAS (K–5)/LMS (6–12) each scheduled school calendar day.

DOCTOR/MEDICAL EXCUSES

Students must present a doctor’s note when they are absent from school for three (3) or more days consecutively due to illness. Parents should send the doctor’s note to the assigned teacher through email.

EXTENDED LEAVE OF ABSENCE

MGLVA understands that there are many reasons why students attend our school. There are times throughout the school year where those reasons would prevent a student from attending class for an extended period of time. An extended period of time is defined as more than three (3) consecutive school days. If a student finds themselves in need of an extended absence, please request an Extended Leave of Absence form from the school office. A Family Support Liaison will be put in place to help the family work

with the teachers and to help the student stay on track.

EXCUSE NOTES FOR ABSENCE

In order for an absence to be registered as excused, a parent or guardian must submit a written explanation to the school attendance email: mglvaattendance@mglva.org. 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 (3) calendar days from the date of absence to submit the excuse through email.

EDUCATIONAL LEAVE

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

- no more than ten (10) days of absence will result;
- no absence will occur in the last ten (10) days of the school year;
- experiences such as long weekends and vacations will not justify any request;
- request must be submitted and approved 24 hours prior to the trip; and
- requests will not be approved for time off during the state testing window.

NO INTERNET ACCESS OR POWER OUTAGE

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

TESTING ATTENDANCE POLICY

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

The Michigan Student Test of Educational Progress (M-STEP) includes summative assessments designed to measure student growth effectively for today's students. English language arts and mathematics are assessed in grades 3–8, science in grades 4 and 7, and social studies in grades 5 and 8. It also includes the Michigan Merit Examination (MME) in 11th grade, which consists of a college entrance exam, work skills assessment, and M-STEP summative assessments in English language arts, mathematics, science, and social studies. Students in grades K-12 who have been identified as English Language Learners are required to take the WIDA Assessment. Students in grade 8–10 are required to take the PSAT assessment and students in grade 11, and eligible 12th graders are required by the state of Michigan to take the SAT and WIN Work Readiness assessments.

STANDARDIZED TESTING ATTENDANCE

Testing will be conducted at a variety of sites around the state. Efforts will be made to locate a testing site within an hour of your home. In certain cases, it may be necessary to travel longer than an hour. These tests are given over a multiday period depending on a student's grade level. The below calendar shows the testing windows for Spring 2027.

Spring 2027 Testing Schedule for Summative Assessments

Assessment	Week of																
	1/25- 1/29	2/1- 2/5	2/8- 2/12	2/15- 2/19	2/22- 2/26	3/1- 3/5	3/8- 3/12	3/15- 3/19	3/22- 3/26	3/29- 4/2	4/5- 4/9	4/12- 4/16	4/19- 4/23	4/26- 4/30	5/3- 5/7	5/10- 5/14	5/17- 5/21
M-STEP Online											6 weeks						
M-STEP Paper/Pencil											4 weeks						
MI-Access Alternate Assessments											7 weeks						
College Entrance: SAT with Essay											4 weeks						
WIN Work Readiness Assessment											4 weeks						
PSAT 8/9 for Grade 8											4 weeks						
PSAT 8/9 for Grade 9											4 weeks						
PSAT 10											4 weeks						
WIDA ACCESS and WIDA Alternate ACCESS	10 weeks																

- Spring testing dates are current as of February 2026. While unlikely, testing dates may shift slightly due to legislative or contractual changes.
- Additional temporary flexibility is provided to the WIDA assessments due to the significant overlap of Ramadan and the typical 7-week assessment window.

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

STANDARDIZED TESTING—MICHIGAN MERIT EXAM

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

IXL BENCHMARK AND INTERIM TESTING

Michigan Great Lakes Virtual Academy utilizes the IXL as an assessment tool to help create a personalized learning experience by adapting to each student's learning level. You'll have assessment data—and essential information about what each student knows and is ready to learn—within 24 hours. These tools help you and your child's teacher understand how your child is learning and to watch his/her growth over the course of the year. It is our goal to provide your child with an individual learning plan designed specifically for your child.

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

COMMUNICATION (MY INFO AND SCHOOL EMAIL/OFFICE 365)

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

FAMILY DIRECTORY

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

<https://tinyurl.com/2vdrebmh>

WORK PERMITS

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

Minors under 18 years of age must obtain a work permit before starting employment. An employed student must still comply with Michigan compulsory attendance laws. If the minor changes jobs, a new work permit is required for the new employer. MGLVA reserves the right to deny any work permit request for a student in poor academic standing. An awarded work permit may be revoked for poor academic performance. A work permit is required even if the minor is home/cyber/virtual/online schooled. Work permits must be completed prior to beginning work.

Timeline for Work Permit Processing (Process can take approximately two weeks.): According to The Michigan Department of Education, work permits can be issued when the minor appears in person only. Request a legal work permit from the school office at 231-794-5999, if your child is obtaining a job.

<https://bit.ly/3xsu66z>

SPECIAL INTEREST STUDENT CLUBS

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

FACE-TO-FACE GATHERINGS

Michigan Great Lakes Virtual Academy teachers arrange a variety of special gatherings for students and families on a monthly basis. Attendance is not required. However, these special gatherings provide wonderful opportunities to meet teachers, make new friends, and to talk with fellow parents about school. Parents are responsible for the cost of transportation and any other fees. The fees are often negotiated and reduced for our school. Time spent on a field trip counts as attendance in the related subject. For example,

a trip to a science museum can count as attendance time in science. All gatherings/notices are posted on the School Community Board and/or the online calendar of events. Any student may attend any outing he or she wishes by submitting an RSVP, if required, to the teacher listed in the outing information. Parents, or adults who they specify, are responsible for supervising children at all times during an outing. Siblings and friends are welcome to attend as well. All students are expected to wear clothing that is appropriate for school. Clothing that distracts students, disrupts the educational process, or poses a health or safety threat to anyone is not acceptable in our school. Parents may contact the school if further information is needed. All attending children must bring a signed (by parent/guardian) and completed Liability Release Agreement.

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

ACCEPTABLE USE GUIDELINES

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

As a parent or guardian of a student enrolled in Michigan Great Lakes Virtual Academy, you should be aware of the following guidelines and expectations. Any activity that is not listed here which constitutes a violation of local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines could result in removal of your access to Michigan Great Lakes Virtual Academy instructional computing resources, which could result in your inability to complete learning activities:

- Accountability;
- Posting anonymous messages is not permitted unless authorized by the teacher of the online course; and
- 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 Michigan Great Lakes Virtual Academy's Online School or Virtual High School or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password. Change your password(s) frequently, at least once per semester or course. Do not publicly post your personal contact information (address and phone number) or anyone else's. Do not publicly post any messages that were sent to you privately. Do not download, transmit, or post material that is intended for personal gain or profit, non-Michigan Great Lakes Virtual Academy commercial activities, non-Michigan Great Lakes Virtual Academy product advertising, or political lobbying on a Michigan Great Lakes Virtual Academy-owned instructional computing resource. Do not use Michigan Great Lakes Virtual Academy instructional computing resources to sell or to purchase any illegal items or substances. Do not upload or post any software that is not specifically required and approved for your assignments, on Michigan Great Lakes Virtual Academy's instructional computing resources. Do not post any MP3 files, compressed video, or other non-instructional files to any Michigan Great Lakes Virtual Academy server.

STUDENT INTERNET SAFETY

Do not reveal on the Internet personal information about yourself or other people. For example, you should

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

NETWORK ETIQUETTE

At Michigan Great Lakes Virtual Academy, parents and students are expected to follow the rules of network etiquette, or “netiquette.” The word netiquette refers to common-sense guidelines for conversing with others online. Please abide by these standards. Avoid sarcasm, jargon, and slang. Swear words are unacceptable. Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues. Focus your responses on the questions or issues being discussed, not on the individuals involved. Be constructive with your criticism, not hurtful. Review your messages before sending them. Remove easily misinterpreted language and proofread for typos. Respect people’s privacy. Don’t broadcast online discussions and never reveal other people’s email addresses.

ACADEMIC INTEGRITY

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

USE OF COPYRIGHTED MATERIALS

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

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

ACADEMIC DISHONESTY (PLAGIARISM)

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

EXAMPLES OF ACADEMIC DISHONESTY ARE:

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

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

DEFINITION OF CHEATING

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

DEFINITION OF PLAGIARISM

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

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

- the submission of a work, either in part or in whole completed by another;
- failure to give credit for ideas, statements, facts, or conclusions that rightfully belong to another;
- the submission of a work, either in part or in whole completed by the student previously for the same or different class without teacher prior written approval
- the submission of the same piece of work for multiple classes without teacher prior written approval
- failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof;
- close and lengthy paraphrasing of another's writing without credit or originality; and
- use of another's project or programs or part thereof without giving credit.

Citing and lifting a partial or complete answer is plagiarism, as is turning in answers sourced from the Internet, including homework sites, collaborative groups, or responses from any writer other than the student submitting the work.

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

1st Offense	Grade of 0 on the assignment; student will be able to meet with teachers to discuss academic integrity and complete reflection survey . Upon completion of the reflection survey, the student may redo and resubmit the assignment within one academic week for a maximum grade of 75%. Students will still have a 1st offense but will not receive a 0 if resubmitted.
2nd Offense	Grade of 0 on the assignment; the student must fill out reflection survey-2 , and curriculum will be locked for one day.
3rd Offense	Grade of 0 on the assignment; student must fill out reflection survey-3 , curriculum locked for one day, and administrative conference held.

4th Offense	Meeting with Head of School and possible student withdrawal from MGLVA.
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***Offenses are cumulative for each school year and span all academic classes. ***

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

SOURCE CITATION

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

ARTIFICIAL INTELLIGENCE POLICY

All work submitted is assumed to have been completed by the student. Students are responsible for observing the standards on plagiarism, artificial intelligence (AI) or tools that use AI, and properly crediting all sources relied upon in the composition of their work. Academic Dishonesty or plagiarism is the act of using another person's work or artificial intelligence as your own, without crediting the source or having teacher permission. Academic dishonesty or plagiarism is when someone uses another person's work or artificial intelligence as their own without giving credit to the original source or obtaining the teacher's permission. MGLVA uses a variety of programs to ensure that plagiarism does not occur within assignments. Teachers may also elect to use other AI and plagiarism programs to detect and document academic integrity.

APPROPRIATE USE OF TECHNOLOGY

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

INDEMNIFICATION PROVISION

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

Michigan Great Lakes Virtual Academy assumes no responsibility for damages to the user's computer system.

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

CONFIDENTIAL COMMUNICATIONS OF STUDENTS

Some oral or written communications between students and school personnel are confidential. Information that is expressed as confidential or received in confidence by a staff member from a student may be revealed to or by the head of school or other appropriate authority, including law enforcement personnel, when the health, welfare, or safety of the student or other persons is clearly in jeopardy.

USING ENGAGELI/ZOOM OR OTHER LIVE ONLINE SESSION PLATFORMS

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

- arrive promptly at the scheduled time for the live, online session;
- wait for whiteboard and microphone privileges that will be assigned at the discretion of the teacher;
- only communicate regarding direct content of the lesson;
- be respectful and courteous toward others at all times;
- always participate and engage in the session (stepping away without the teacher's approval will count as an absence); and
- log in to each session individually.

Please bear in mind that individual teachers may have expectations that are specific to their classrooms. Parents should remove their child from a live, online session if the student displays offensive behavior or is ill. If you must remove your child from a live, online session, please contact the teacher to discuss the situation. Parents should keep comments and questions specific to the lesson. Contact your child's teacher about other concerns by phone, email, or in person during office hours. Because the lessons are student-centered, only students should be using the microphones during the sessions. Please refrain from coaching your child during live, online sessions. The goal of this instructional time is for your child to become an independent learner and critical thinker.

PHOTO RELEASE

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

CONFIDENTIALITY

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

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

HEALTH POLICY

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

questions regarding health requirements.

REPORTING MEDICAL NEEDS OR ACCESS TO MEDICATIONS FOR ONSITE EVENTS

Please see Use of Medication in MGLVA Board Policy Manual at <https://mglva.k12.com/about-our-school/board-of-directors.html>

HEALTH FORMS/PERMISSION SLIPS

Authorization for medication to be taken at school must be completed by the legal guardian and turned in to the homeroom teacher.

AUTHORIZATION FOR MEDICATION

CHILDCARE

MGLVA does not provide childcare.

MCKINNEY-VENTO ACT

Michigan Great Lakes Virtual Academy (MGLVA) is committed to ensuring that every child and youth experiencing homelessness has equal access to a free, appropriate public education as required under the **McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431 et seq.)**. Students experiencing homelessness have the right to enroll in and fully participate in school, even when records or other documentation are not immediately available.

Who Qualifies for McKinney-Vento Services?

Children and youth may qualify for McKinney-Vento services if they lack a fixed, regular, and adequate nighttime residence. This may include, but is not limited to, students who are:

- Sharing the housing of others due to loss of housing, economic hardship, or a similar reason ("doubled up")
- Living in motels, hotels, trailer parks, or campgrounds because adequate alternative housing is unavailable
- Living in emergency or transitional shelters
- Living in cars, parks, public spaces, abandoned buildings, bus or train stations, or other places not designed for regular sleeping accommodations
- Living in substandard housing
- Unaccompanied youth who are not living with a parent or legal guardian
- Families who experience homelessness at any point during the school year

Students experiencing homelessness are entitled to educational protections and support designed to remove barriers to school success.

Identification and Eligibility

MGLVA is committed to identifying and supporting students who may qualify for services under the McKinney-Vento Homeless Assistance Act.

During Enrollment

As part of the enrollment process, every family completes a housing questionnaire that asks: “Which of the following best describes the student’s current living situation?”

Families select the option that most accurately describes their current housing situation, including whether the student is:

- Sharing the housing of others due to loss of housing, economic hardship, or a similar reason;
- Living in a motel, hotel, or campground because adequate alternative housing is unavailable;
- Living in an emergency shelter, transitional housing, or other temporary housing;
- Living in a public or private place not designed for regular sleeping accommodations; or
- Living in permanent and stable housing.

This information helps MGLVA determine whether a student may be eligible for protections and services under the McKinney-Vento Homeless Assistance Act.

Students whose responses indicate possible eligibility are prioritized for enrollment. The McKinney-Vento Liaison reviews potential eligibility, contacts the family as needed to gather additional information, determines eligibility, explains the student's educational rights, and connects the family with available supports.

Changes During the School Year

Housing situations can change at any time during the school year. Families who experience a loss of housing or another significant change in living circumstances should notify any MGLVA staff member or contact the McKinney-Vento Liaison as soon as possible.

Teachers, counselors, advisors, Student Resource Coordinators, and other school staff may also refer students to the McKinney-Vento Liaison whenever they become aware of circumstances that may indicate a student is experiencing homelessness. The Liaison will work directly with the family to determine eligibility and coordinate appropriate services.

Services and Supports

Eligible McKinney-Vento students may receive assistance intended to remove barriers to educational success. Depending on individual family needs, supports may include:

- Assistance with school enrollment and continued educational participation
- Connections to community resources for housing, food, clothing, healthcare, and other basic needs
- Internet access support (including MGLVA-provided Wi-Fi when available and appropriate for eligible families)
- Referrals to local community agencies and support organizations
- Collaboration with the appropriate grade-level Student Resource Coordinator to connect families with additional school and community resources
- Information shared through monthly McKinney-Vento family newsletters containing educational resources, community supports, and helpful updates

MGLVA recognizes that every family's circumstances are unique. Our staff work collaboratively with families to identify available support and reduce barriers to student success.

Transportation Assistance

MGLVA is committed to reducing barriers that may prevent students experiencing homelessness from fully participating in their education. Consistent with the McKinney-Vento Homeless Assistance Act, MGLVA will, **to the extent feasible**, provide transportation assistance to eligible McKinney-Vento students so they may participate in required educational activities and significant school-sponsored events.

Transportation assistance may be available for events including, but not limited to:

- State-required testing
- Graduation ceremonies
- Required school meetings or activities
- Other major school-sponsored events

Transportation eligibility under the McKinney-Vento Homeless Assistance Act remains in effect through the end of the school year, in which the student is determined to be eligible.

The McKinney-Vento Liaison and/or designated MGLVA staff will work directly with families to coordinate transportation arrangements based on individual student and family needs. Transportation options may include, when appropriate and available:

- Rideshare services (such as Uber or Lyft)
- Gas cards or mileage assistance
- Other transportation supports determined appropriate by MGLVA

Families are encouraged to contact the McKinney-Vento Liaison as early as possible whenever transportation assistance may be needed. MGLVA will also proactively notify eligible McKinney-Vento families of available transportation services:

- Upon confirmation of McKinney-Vento eligibility;
- During registration for school-sponsored events; and
- Prior to state testing and other major school activities requiring transportation.

MGLVA will make every reasonable effort to ensure eligible students have access to transportation support that promotes participation in educational opportunities and school events.

Student Records and Educational Protections

Students identified under the McKinney-Vento Homeless Assistance Act have important educational rights designed to minimize disruptions to their education.

These protections include:

- **Immediate Enrollment** – Students experiencing homelessness must be enrolled immediately, even if they do not have typically required documents such as proof of residency, birth certificates, immunization records, health records, or previous school records. Students may attend classes while the school assists in obtaining any missing documentation.
- **Transfer of Records** – MGLVA will work with previous schools and districts to obtain educational records as quickly as possible. The McKinney-Vento Liaison assists families and schools in coordinating records transfers to support educational continuity.
- **Removal of Barriers** – MGLVA reviews its policies and practices to reduce barriers to the identification, enrollment, attendance, participation, and academic success of students experiencing homelessness, including barriers related to documentation, fees, fines, or attendance.
- **Confidentiality** – Information regarding a student's housing status is confidential and protected under the Family Educational Rights and Privacy Act (FERPA) and the McKinney-Vento Homeless Assistance Act. Information is shared only with school personnel who have a legitimate educational interest in supporting the student.
- **Assistance with Health Records** – If immunization records, health records, or required screenings

are unavailable, MGLVA will assist families in obtaining the necessary documentation while the student remains enrolled and continues attending school.

MGLVA maintains student records in accordance with all applicable federal and state laws to ensure educational services continue without unnecessary interruption.

Dispute Resolution Policy

Michigan Great Lakes Virtual Academy (MGLVA) is committed to ensuring that all disputes related to the McKinney-Vento Homeless Assistance Act are handled promptly, fairly, and in accordance with federal law, the Michigan Department of Education's McKinney-Vento Dispute Resolution Procedures, and guidance from the National Center for Homeless Education (NCHE).

A dispute may arise regarding:

- **Eligibility** – Whether a student's living situation meets the McKinney-Vento definition of homelessness.
- **School Selection** – Whether it is in the student's best interest to attend the school of origin or the local school, based on the student's individual educational needs.
- **School Enrollment** – Whether a student is enrolled, attending classes, and participating fully in school activities.
- **During a Dispute**

If a dispute arises regarding eligibility, school selection, or school enrollment, MGLVA will take the following actions:

- **Immediate Enrollment and Continued Participation**
The student will be immediately enrolled in the school in which enrollment is sought while the dispute is being resolved, including all available appeals. During this time, the student will continue to attend classes, participate fully in all school activities, and receive all McKinney-Vento rights and services for which they may be eligible. For unaccompanied youth, the McKinney-Vento Liaison will ensure immediate enrollment and continued participation throughout the dispute process.
- **Written Notice of Decisions**
The parent, guardian, or unaccompanied youth will receive a written explanation of any decision related to the dispute, including:
 - a. The reason for the decision;
 - b. Information regarding the right to appeal;
 - c. Instructions for initiating the appeal process.This information will be provided in a manner and language that is understandable to the family or youth. For unaccompanied youth, the written notice will be provided directly to the student.
- **Referral to the McKinney-Vento Liaison**
The parent, guardian, or unaccompanied youth will be referred to MGLVA's McKinney-Vento Liaison, who will explain the dispute resolution process, assist the family throughout the process, and facilitate resolution in accordance with the Michigan Department of Education's McKinney-Vento State Plan.

Eligibility Disputes

When eligibility under the McKinney-Vento Act is disputed, the student will continue to receive all protections, rights, and services available under the Act while the eligibility determination is being resolved. The formal dispute process will first focus on determining whether the student's living arrangement meets the federal definition of homelessness. If the student is determined to be eligible, any additional disputes regarding school selection or enrollment will be addressed as necessary.

Matters Outside the McKinney-Vento Dispute Process

The McKinney-Vento dispute resolution process applies only to disputes involving:

- McKinney-Vento eligibility;
- School selection; and
- School enrollment.

Concerns unrelated to McKinney-Vento implementation, such as special education matters that do not intersect with McKinney-Vento rights or other school choice issues outside the provisions of the Act, are addressed through the applicable district or state procedures rather than the McKinney-Vento dispute process.

Families who have questions or wish to initiate a dispute should contact MGLVA's McKinney-Vento Liaison, who will provide assistance throughout the process and ensure that all procedures are followed as required by federal and state law.

MKV Contact Information

If you believe your student may qualify for services under the McKinney-Vento Homeless Assistance Act, if your housing situation changes during the school year, or if you have questions about available support, please contact:

Rochelle Jefferson

McKinney-Vento Liaison

rjefferson@mglva.org

231-794-5999, ext. 3220

Michigan Great Lakes Virtual Academy (MGLVA)

The McKinney-Vento Liaison will assist families in determining eligibility, coordinating available school supports, connecting families with community resources, and ensuring students receive the educational protections provided under federal law.

KNOW YOUR RIGHTS

Under the McKinney-Vento Homeless Assistance Act, you and your student have **important rights**.

IMMEDIATE ENROLLMENT IF ELIGIBLE.

Your student has the right to be enrolled in school right away, even if documents are missing.

EQUAL ACCESS TO ALL SCHOOL PROGRAMS.

Your student has the right to participate fully in all school programs, activities, and services for which they are eligible.

TRANSPORTATION ASSISTANCE WHEN APPLICABLE.

Transportation support is available, to the extent feasible, for testing, school events, and other major activities.

SCHOOL STABILITY AND SUPPORT.

We will help remove barriers and connect your family with resources to support your student's success.

Our **Student Resource Coordinators** partner with the McKinney-Vento Liaison to coordinate local supports and services for eligible families while maintaining family confidentiality.

We're here to help!

Foster Care Services

Supporting Educational Stability for Students in Foster Care

At Michigan Great Lakes Virtual Academy (MGLVA), we are committed to ensuring that children and youth in foster care receive equitable access to a high-quality education while experiencing as little educational disruption as possible. In accordance with Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), MGLVA works collaboratively with state and local child welfare agencies to promote educational stability, timely enrollment, and access to appropriate educational supports.

Whenever possible, students entering or changing foster care placements should remain in their school of origin when it is determined to be in their best educational interest. If remaining in the school of origin is not appropriate, students are enrolled in their new school **immediately**, even when educational records or other required documentation are not yet available.

MGLVA collaborates with local child welfare agencies to support educational planning, coordinate services, reduce barriers to enrollment, and ensure compliance with all applicable federal and state laws, including IDEA, Section 504, and civil rights protections.

Identification of Students in Foster Care

MGLVA administration, enrollment staff, and school personnel intentionally seek to identify students who may qualify for Foster Care services by regularly monitoring enrollment information, student records, and referrals. Students identified as being in foster care qualify for **immediate enrollment**, and enrollment procedures mirror those used for students eligible under the McKinney-Vento Homeless Assistance Act.

Students may be identified through one or more of the following:

- Foster Care status indicated during enrollment
- Enrollment questionnaire responses indicating possible Foster Care status
- Records received from a previous school (Cumulative File/CUM File)
- Teacher or staff referral
- Parent, guardian, or caregiver referral

Any student identified through one of these methods is referred to the MGLVA Foster Care Point of Contact within **24 hours**.

Immediate Referral Criteria

A referral to the Foster Care Point of Contact will occur when:

- Foster Care status is identified in PowerSchool
- A family answers "**Yes**" to the enrollment question asking if the student is currently in Foster Care
- Previous school records indicate Foster Care eligibility
- A parent, guardian, caregiver, or child welfare agency notifies the school of Foster Care status

Communication and Student Tracking

The MGLVA Foster Care Point of Contact coordinates services for all identified students. Upon receiving notification:

1. The Registrar forwards the referral to the Foster Care Point of Contact within **24 hours**.
2. The Foster Care Point of Contact contacts the family or child welfare representative to verify Foster Care status.
3. When eligibility is confirmed:
 - a. A Foster Care indicator is added within PowerSchool.
 - b. Collaboration is initiated with the appropriate local child welfare agency.
 - c. Appropriate educational support and resources are coordinated.
 - d. Students are identified for applicable meal program benefits, including designation as Income Not Required for the annual Family Income Form (FIF), when applicable.
4. If Foster Care eligibility is not confirmed:
 - a. Findings are documented through a PowerSchool log entry and/or internal tracking documentation.
5. When Foster Care services are no longer applicable:
 - a. Foster Care indicators are removed from PowerSchool.

- b. Documentation is retained within the student's cumulative educational record.

Immediate Removal of Enrollment Barriers

Students who are identified as being in Foster Care—or who are suspected of qualifying—will not experience delays in enrollment because required documentation is unavailable. Examples of enrollment barriers that will not delay enrollment include:

- Missing school records
- Immunization records pending
- Birth certificates or legal documentation pending
- Proof of residency requirements
- Other documentation that can reasonably be obtained after enrollment

The Foster Care Point of Contact works directly with families and child welfare agencies throughout the enrollment process to verify eligibility while ensuring uninterrupted access to instruction.

Best Interest Determination

When a student enters foster care or experiences a placement change, MGLVA works collaboratively with the appropriate child welfare agency to determine whether remaining in the student's school of origin is in the student's best educational interest. Determinations in the best interest of the students are made as quickly as possible to minimize educational disruption. Whenever it is feasible and appropriate, students remain enrolled in their school of origin while the determination is being completed.

For students with disabilities, educational placement decisions continue to follow all requirements under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Students retain their right to receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) consistent with their Individualized Education Program (IEP) or Section 504 Plan.

Transportation Assistance

When it is determined that remaining in the student's school of origin is in the student's best interest, MGLVA collaborates with local child welfare agencies to ensure transportation is appropriately arranged, coordinated, and funded as required under Title I.

MGLVA also strives to reduce transportation barriers that may prevent Foster Care students from participating fully in required educational opportunities and significant school-sponsored events. Transportation assistance may be available for activities including:

- State-required testing
- Graduation ceremonies
- Required school meetings
- School-sponsored events
- Other educational activities determined appropriate by MGLVA

Transportation assistance is coordinated by the Foster Care Point of Contact and/or designated MGLVA staff in collaboration with the appropriate child welfare agency. Transportation support may include:

- Rideshare services (Uber or Lyft)
- Gas cards or mileage reimbursement
- Other transportation assistance determined appropriate based on student need

Families and caregivers are encouraged to notify MGLVA as early as possible when transportation assistance may be needed. Eligible families will also receive information regarding available transportation support:

- Upon confirmation of Foster Care eligibility
- During registration for school-sponsored events

- Prior to state testing and other required educational activities

MGLVA will make every reasonable effort to ensure transportation barriers do not prevent Foster Care students from participating in educational opportunities.

Foster Care Point of Contact

Questions regarding Foster Care services, educational stability, or available supports may be directed to:

Kirstin Miller

Student Support Administrator & Foster Care Point of Contact

Michigan Great Lakes Virtual Academy (MGLVA)

krmiller@mglva.org

231-794-5999 ext. 3111



MIGRANT EDUCATION PROGRAM (MEP)

Supporting Students & Families Through Educational Stability

At **Michigan Great Lakes Virtual Academy (MGLVA)**, we are committed to ensuring that every student has equitable access to a high-quality education, regardless of their family's work or living circumstances. Through the **Migrant Education Program (MEP)**, eligible students receive additional educational support and services designed to help overcome challenges caused by frequent moves related to agricultural or fishing work.

The Migrant Education Program is authorized under:

- Title I, Part C of the Elementary and Secondary Education Act (ESEA)
- Reauthorized through the Every Student Succeeds Act (ESSA)

These laws ensure that migratory children receive educational opportunities that address disruptions caused by frequent moves.

Who Qualifies?

Under Michigan guidelines, a student may qualify for Migrant Education services if:

- The student or their parent(s)/guardian(s) are **temporary or seasonal agricultural workers or fishers; and**
- The family has made a **qualifying move across school district boundaries within the previous 36 months** due to economic necessity.

Eligibility includes children:

- From birth through age 21
- Who have not graduated from high school
- Have not earned a GED

How Students Are Identified

Because migratory families often relocate frequently, federal law requires schools and regional Migrant Education Centers to actively identify eligible families. Michigan Great Lakes Virtual Academy (MGLVA) is committed to identifying and supporting students who may qualify for the Migrant Education Program (MEP). School administration, enrollment staff, teachers, and support staff intentionally seek to identify potentially eligible students through ongoing review of enrollment information, school records, and referrals.

Students experiencing homelessness may also qualify for immediate enrollment protections under the **McKinney-Vento Homeless Assistance Act**. Enrollment procedures include McKinney-Vento screening to ensure eligible students receive all applicable protections and services.

Potential Migrant Education eligibility may be identified through one or more of the following:

Identification Source	MGLVA Process
Enrollment Questionnaire	During enrollment, families complete questions regarding recent moves and agricultural, fishing, or seasonal employment. If responses indicate possible Migrant Education eligibility, the Migrant Education Point of Contact (POC) contacts the family to discuss eligibility and facilitate the referral process.
Student Records (Cumulative File)	Previous school records are reviewed for documentation of Migrant Education participation or prior eligibility.
Teacher or School Staff Referral	Teachers, Advisors, Student Resource Coordinators, Onboarding staff, Attendance Specialists, and other school personnel may refer students when conversations or observations indicate possible Migrant Education eligibility.
Parent/Guardian Referral	Families may contact the Migrant Education Point of Contact at any time if they believe their child may qualify for Migrant Education services.

Referral & Escalation Procedures

Any potential Migrant Education identification is referred to the **MGLVA Migrant Education Point of Contact** for review. Referrals should be submitted **within 24 hours** whenever any of the following occurs:

- A family answers **"Yes"** to the enrollment question: *"If you have moved within the past three (3) years, was the move made for the purpose of seeking or obtaining agricultural, poultry, or fishing-related employment?"*
- Enrollment information or other screening questions indicate possible Migrant Education eligibility.
- The student's cumulative (CUM) file contains documentation of previous Migrant Education Program participation.
- The student has a documented history of Migrant Education identification.

A family reports a qualifying move or occupational history that may meet Migrant Education eligibility requirements.

Eligibility Determination & Communication

The Registrar forwards all potential Migrant Education referrals to the Migrant Education Point of Contact within **24 hours** of receiving the information.

The Migrant Education Point of Contact then:

- Contacts the family to discuss eligibility requirements.
- Coordinates with the appropriate regional Migrant Education recruiter when necessary.
- Ensures that eligibility is determined using Michigan Department of Education and federal Migrant Education Program requirements.
- Maintains communication with the family throughout the eligibility determination process.

Ongoing Monitoring

The Migrant Education Point of Contact continues to monitor eligible students throughout their enrollment to ensure they receive appropriate educational supports and services.

When a student is no longer eligible for the Migrant Education Program:

- Migrant designation is removed from **PowerSchool tags**.
- Required updates are submitted through **MSIX** and other applicable reporting systems.
- Historical eligibility documentation is retained in the student's cumulative file in accordance with school record retention procedures.

Services Available

Eligible students may receive additional supports including:

Academic Support

- Supplemental tutoring
- Credit recovery assistance
- Individual academic interventions
- Summer learning opportunities

Family Support

- Family literacy resources
- English Language (ESL) support
- Bilingual educational materials
- Parent engagement opportunities

Student Success Supports

- School supplies
- Books and educational materials
- Connections to health and dental resources
- Referrals to community agencies
- Assistance navigating educational transitions following family moves

Services vary based on student eligibility, regional resources, and identified educational needs.

Educational Rights

Students participating in the Migrant Education Program have the right to:

- Equal access to a free public education
- Fair treatment regardless of migratory status
- Access to supplemental educational supports when eligible
- Enrollment in school without discrimination
- Support during educational transitions caused by qualifying moves

How MGLVA Supports Migrant Students

MGLVA partners with the Michigan Migrant Education Program to:

- Assist with identification of eligible students
- Coordinate educational supports
- Connect families with community resources
- Monitor academic progress
- Promote school stability and student success
- Maintain family confidentiality throughout the eligibility and support process

The Student Support Team works collaboratively with families and school personnel to ensure students receive appropriate services.

Collaboration & Confidentiality

The MGLVA Migrant Education Point of Contact works collaboratively with Enrollment, Student Support, Teachers, Student Resource Coordinators, and regional Migrant Education staff to ensure eligible students receive timely services while maintaining the confidentiality of student and family information in accordance with federal and state privacy requirements.

Questions?

If you believe your family may qualify for Migrant Education services or would like additional information, please contact MGLVA's Migrant Education Point of Contact:

Kirstin Miller

krmiller@mglva.org

231-794-5999 ext. 3111

PHYSICAL EDUCATION

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

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

ACADEMIC PACING

In grades K–7, within the Michigan Great Lakes Virtual Academy program, every child progresses through the curriculum at his or her own pace. Decisions to advance in a course level are made jointly by the parent and teacher at any time of the year. Advancement of a student from one course level to the next requires the approval of the Michigan Great Lakes Virtual Academy administration. Every lesson is presented independently to each child at his or her own ability level.

Students are required to master the course objectives before advancing to the next course level. This approach results in a solid foundation of core knowledge essential for success in the next subject level. Although the program is self-paced and individualized, students are required to progress and to achieve one grade level per school year as specified by state law.

CHANGE OF HOME ADDRESS

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

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

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

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

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

- valid driver's license
- valid nondriver's license
- current utility bill (gas, water, electric, sewage, cable, and land line phone)
- current mortgage statement
- current residency card
- deed, vehicle registration
- property tax bill
- current credit card bill

WITHDRAWING FROM MICHIGAN GREAT LAKES VIRTUAL ACADEMY

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

SUPPLEMENTAL ACTIVITIES

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

STUDENT PERMISSION SLIP

For school-sponsored activities, events, or field trips, Michigan Great Lakes Virtual Academy (MGLVA) may arrange transportation for students. In such cases, a **Transportation Permission Slip & Liability Release** must be completed and signed by a parent or legal guardian prior to the student's participation.

By signing the permission slip, the parent/guardian:

- Grants consent for their child to be transported by school staff and/or designated transportation providers to and from the specified event or destination.
- Acknowledges that participation involves inherent risks, including but not limited to travel-related incidents.
- Agrees to release and hold harmless Michigan Great Lakes Virtual Academy, its employees, agents, and

representatives from any and all liability, claims, or demands arising from transportation, except in cases of gross negligence or willful misconduct.

- Confirms that the child is physically fit to participate and that accurate emergency contact and medical information has been provided.

Failure to submit the completed and signed permission slip by the stated deadline will result in the student being unable to participate in the transportation or associated event.

USE OF SCHOOL PROPERTY

Michigan Great Lakes Virtual Academy provides materials, computer, printer, books and other curricular supplies. All the materials provided are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted.

Unauthorized copying of those materials is a copyright infringement. Materials cannot be sold or transferred. Materials are to be used solely by the student in his or her studies while enrolled in the school. Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

OBJECTIONABLE CONTENT POLICY

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

STUDENT RECORDS

Student records are maintained at the Michigan Great Lakes Virtual Academy office. The Michigan Great Lakes Virtual Academy provides parents with access to the academic records of their children. The access rights of parents consist of the following:

- 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; and
- the right to bring an attorney or parent advocate to review educational records.

A parent seeking access to the educational records may make a request by telephone or in person to the Head of School or designee. However, prior to reviewing and inspecting the educational records, a parent must sign an official request form. Access to educational records is granted within forty-five (45) days of 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 into which a pupil transfers. Pupil directory information, which includes the pupil's name, address, date, and place of birth; photographic likeness; major field of study; dates of attendance; degrees and awards received; and participation in officially recognized activities and sports may be released without the consent of the parents unless the school is notified annually by the parents not to release the information without their prior written consent. State law provides that the following additional conditions will apply regarding the educational records of special needs students:

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

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

Parents/legal guardians may contact the office to obtain a copy of student records. A copying fee may be assessed. If parents/responsible adults change their address, telephone, email 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 Canvas.

INTERNET SERVICE PROVIDER (ISP) REIMBURSEMENT PROGRAM

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

Requirements:

- Students must be enrolled on the last day of the school year;
- Students must meet academic progress guidelines outlined in student Individual Learning Plans (ILPs);
- Student must have 100% of required attendance logged; and
- Student must complete required State Standardized Testing.
- Only one ISP reimbursement eligible per family/household.

Parent ISP reimbursement forms, along with supporting statements, must be received/postmarked by June 30, the end of the current school year. Please request the form from your Homeroom Teacher or Lisa Bezjian, MGLVA Administrator, at lbezjian@k12.com, by fax: 231-794-6416, or by mail: MGLVA, 50 Filer St. Ste 324., Manistee, MI 49660.

Internet Service Provider (ISP) Reimbursement Program Form - SY 2026/ 2027

Student Name: _____ Teacher Name: _____

Student ID: _____ Parent/Guardian Name: _____

Student's Address: _____ (Check will be mailed to the mailing address on file. Please be sure it's updated)

For disbursement please fax, email, or mail the ISP form & statements no later than June 30, 2026

- Internet statements **must** include name, address, and dates of ISP service for each month selected
- **Do not submit all pages** of your monthly statement - the 1st page usually provides the info we need; so *it should only be 11 pages max* (form and 10 statements) *if* the name, address and dates of ISP service are visible on those statements
 - No staples please
- **1 PDF document including the Form and all Statements is best**
 - <https://docupub.com/pdfmerge/> may be helpful with merging documents
 - **If emailing** the form and statements – **use only 1 email**
- All requests need to be postmarked by 6/30/2026. **Late requests will not be accepted. If required ISP statements are missing and/or the form is incomplete/inaccurate, internet reimbursements will not be paid**
- Return via mail to: Michigan Great Lakes Virtual Academy; 50 Filer St Ste 324; Manistee, MI 49660, via email to: lbezjian@k12.com or via fax to: 231-794-6416

☐ September ☐ October ☐ November ☐ December ☐ January
☐ February ☐ March ☐ April ☐ May ☐ June

Internet Service Provider (ISP) Reimbursement Policy:

- Families who meet all the following ISP Reimbursement Requirements will be reimbursed at the rate of \$12.95 per eligible month. **Reimbursement checks are typically mailed by the end of August.**
- Students who have a current Individualized Education Plan will receive an ISP subsidy of \$12.95 per month.

Requirements:

- Student must be enrolled on the last day of the school year
- Student must meet academic progress guidelines outlined in student Individual Learning Plans (ILPs)
 - Student must have 100% of required attendance logged
 - Student must complete required State Standardized Testing
 - Only one ISP reimbursement eligible per family/household

----- MGLVA Use Only -----

Was/Did student: Enrolled on the last day of the school year?

Meet academic progress guidelines? _____ Have 100% of required attendance logged?

Complete State Testing? _____ School Enroll Date?

SCHOOL SUPPLIES

Michigan Great Lakes Virtual Academy provides most curriculum items needed to participate in school. There are times when household and consumable items are needed to complete a lesson. Be sure to use the Advanced Planning feature through the Online School to assist with upcoming lessons requiring certain materials. A suggested school supply list is provided by the teacher at the beginning of the school year.

Additionally, some elective high school courses may have specific hard/software requirements. Refer to the High School Course Catalog for details and planning.

PRINTER INK USAGE GUIDELINES

Printer ink is expected to be used sparingly and only for school needs. We encourage families to use the student pages instead of printing. Michigan Great Lakes Virtual Academy does not provide printer ink cartridges or refills. Refills are the responsibility of the family. In order to conserve ink, it is recommended that your printer is set to always print in fast draft mode. Follow these steps to set your printer 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;
-
- Go to your Start menu;
 - Go to Printers and Faxes;
 - Right click on your printer name;
 - Scroll down to Properties;
 - Click on the Advanced tab;
 - Click on Printing Defaults;
 - In the drop-down menu under Print Quality, choose Fast Draft;
 - Click Apply, then click OK.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA) AND DATA PRIVACY

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

Records can be located in the central administrative offices of the Michigan Great Lakes Virtual Academy, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors, and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

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

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

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

The Family Educational Rights and Privacy Act (FERPA), affords parents and students over 18 years of age ("eligible student") certain rights with respect to the student's educational records, as follows:

- the right to inspect and to review the student's educational records within 45 days of the date Michigan Great Lakes Virtual Academy receives a request for access;
- the right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading;
- the right to consent to disclosure of personal information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
- the right to file a complaint with the U.S. Department of Education concerning alleged failures by Michigan Great Lakes Virtual Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is **Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW Washington, DC 20202-4605.**

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

If Michigan Great Lakes Virtual Academy decides not to amend the record as requested by the parent or eligible student, notice will be given to the parent or eligible student of the decision. Information will be given advising him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be included to the parent or eligible student when they are notified of the right to a hearing. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Michigan Great Lakes Virtual Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom Michigan Great Lakes Virtual Academy has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. Upon request, Michigan Great Lakes Virtual Academy discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (**Note:** FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

MICHIGAN GREAT LAKES VIRTUAL ACADEMY

Directory Information & Photo/Video Authorization

2026–2027 School Year

Student: _____

Parent/Guardian: _____

Directory Information

Under FERPA, MGLVA may release designated Directory Information unless a parent/guardian or eligible student requests otherwise.

☐ **Do NOT release any Directory Information for my student.**

☐ **Do NOT release only the following (check all that apply):**

- ☐ Name ☐ Address/Phone ☐ Parent Names ☐ Date/Place of Birth ☐ Grade Level
- ☐ Activities/Athletics ☐ Awards/Honors ☐ Height/Weight (Athletics)
- ☐ Photograph ☐ Previous School ☐ Dates of Attendance
- ☐ Current School ☐ Email Address

Photo/Video

Student photos, videos, audio recordings, artwork, school projects, and classroom activities may be used for educational, instructional, school communications, publications, the school website, social media, recruitment, staff training, and other school-related purposes.

☐ **I DO NOT authorize** MGLVA to use my student's photo/video or other media for school-related purposes.

Address Confidentiality Program (Optional)

☐ I participate in Michigan's Address Confidentiality Program and request MGLVA use the address below for all external communications.

Address: _____

City, State, ZIP: _____

Phone: _____

I certify the information above is accurate.

Signature: _____ **Date:** _____

Printed Name: _____

Return to: Laura Miller, Registrar • 50 Filer St., Suite 324, Manistee, MI 49660 • 231-794-5999 • lmiller6@k12.com

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

ADVANCED LEARNERS PROGRAM

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

AT-RISK PROGRAM

Michigan Great Lakes Virtual Academy supports the academic achievement of all students, particularly those most at risk. It is a priority to build strong parent/teacher/student relationships and address the specific needs of individual students. The At-Risk Program at Michigan Great Lakes Virtual Academy uses an early intervention process to identify and to serve struggling students. This process includes parents, teachers, and administrators. It uses a multitier model of service delivery, problem-solving methods to make decisions, and research-based, scientifically validated interventions/instruction.

If a teacher identifies an area of weakness for any student and prescribes intervention strategies and activities supplementing daily curriculum, it is expected that the student will follow the prescribed plan which could include mandatory Engageli sessions. Attendance is expected and student participation required. Additional assignments may be requested, but if a student does not participate, he or she will be subjected to the attendance policy.

COUNSELING OPPORTUNITIES

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

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

- career assessment, exploration, and skills development;
- individual and group counseling services for all students on personal/social issues;
- study skills as determined by needs assessment;
- developmental guidance curriculum to promote the academic success and personal growth of every student;
- parental outreach, education, and support services facilitating community resources and referral programs;
- individualized academic advisement and graduation planning, ensuring all students' graduation on time with the most rigorous course selection; and
- college and postsecondary education counseling and web tools that guide students through the preparation, selection, application, and admissions processes.

SPECIAL EDUCATION SERVICES

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

IDEA

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

SPECIAL EDUCATION SCREENING

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

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

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

MULTITIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION (MTSS/RTI)

MTSS/RTI is a viable means to intervene prior to academic failure. Using MTSS/RTI, Michigan Great Lakes Virtual Academy can identify students at risk for poor learning outcomes, monitor student progress, and provide evidence-based interventions. These interventions can be adjusted as needed depending on a student's responsiveness.

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

MGLVA will implement a system of three tiers for providing interventions to help all students.

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

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

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

remain at this level of support or return to Tier I, when mastery of skills occur.

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

SERVICES BY DISABILITY

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

Services by disability area are as follows:

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

COMMITMENT TO SERVE STUDENTS

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

504 SERVICE PLAN

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

STUDENT SUPPORT TEAM

At Michigan Great Lakes Virtual Academy, every student is supported by a dedicated Student Support Team whose mission is to help students stay connected, engaged, and successful throughout the school year. Our team partners with students, Learning Coaches, families, teachers, and school staff to remove barriers, build relationships, and provide personalized support.

Every student is assigned an **Advisor** who serves as the primary point of contact for the family throughout the school year. Advisors regularly monitor student progress, attendance, course engagement, and overall success while maintaining communication with students and Learning Coaches.

For newly enrolled students, our **Onboarding Team** provides welcome calls, orientation opportunities, and technology support to help families successfully transition into the online learning environment. These supports are designed to ensure students and Learning Coaches understand school expectations, daily routines, attendance requirements, online platforms, and available resources.

The Student Support Team remains available throughout the year whenever additional support is needed. Whether a student needs help with attendance, engagement, academics, technology, community resources, or navigating challenges outside of school, our team works collaboratively with families to identify solutions and provide the appropriate level of support.

Our goal is simple: **to partner with families so every student has the opportunity to thrive at MGLVA.**

How Student Support Works

MGLVA utilizes a Multi-Tiered System of Supports (MTSS) to ensure every student receives the level of support they need to be successful.

Tier 1 – Universal Support

All students receive:

- A dedicated Advisor
- Access to teachers and school staff
- Orientation and onboarding support
- Academic monitoring
- School communications and family engagement opportunities

Tier 2 – Targeted Support

When student data indicates additional support may be beneficial (such as attendance concerns, reduced course activity, or academic challenges), Advisors work closely with students and families to create an individualized Student Success Plan. Additional support may include:

- Regular check-ins
- Goal setting
- Progress monitoring
- Engagement coaching
- Family collaboration
- Connections to school resources

Tier 2 support is designed to provide early intervention and is never considered disciplinary or punitive.

Tier 3 – Intensive Support

If additional intervention is needed, Advisors collaborate with Lead Advisors, school administrators, teachers, Student Resource Coordinators, Attendance Specialists, and other support staff to develop more intensive interventions tailored to the student's needs.

This collaborative team approach ensures students receive comprehensive, individualized support while maintaining strong communication with families.

Should your student not complete the requirements of his/her back on track plan, your advisor/support team member will escalate your student to Tier 4, where a meeting with school administration will take place and withdrawal from MGLVA could become a real possibility. Please know it is the Student Support Team's purpose and goal to support you and your student and to provide assistance to foster your child's academic success.

Team Member	How They Support Students & Families
Advisor	Primary point of contact for students and Learning Coaches. Monitors attendance, engagement, academic progress, provides coaching, conducts regular check-ins, and coordinates support.
Attendance Specialist	Partners with families to improve attendance, remove barriers, monitor chronic absenteeism, and provide intervention before truancy concerns develop.
Student Resource Coordinator (SRC)	Connects families with school and community resources, assists with barriers outside the classroom, and supports students experiencing housing instability, foster care, McKinney-Vento eligibility, or other life challenges.
Technical Support Liaison (TSL)	Hold orientation sessions as well as assists families with technology, devices, and access to ensure students can successfully participate in online learning.
Community Engagement Specialist	Promotes school events, family engagement opportunities, and activities that help students feel connected to the MGLVA community.
School Administration & Student Support Leadership	Collaborate with the Student Support Team to ensure students receive appropriate interventions, support services, and access to school-wide resources when additional assistance is needed.

Our Commitment

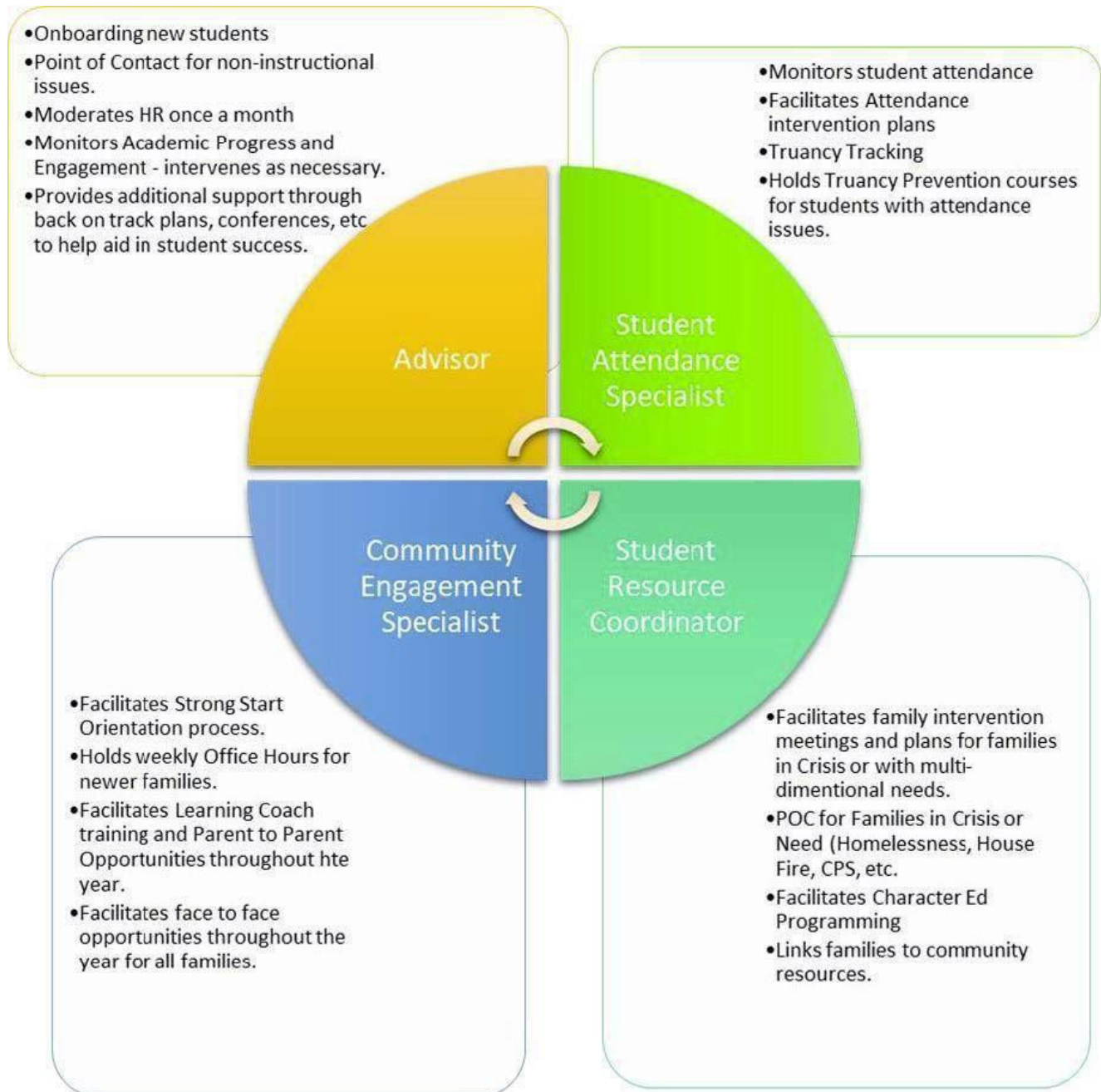
At MGLVA, we believe that strong relationships are the foundation of student success. Our Student Support Team is committed to partnering with students and families every step of the way by:

- Building positive relationships
- Removing barriers to learning
- Encouraging student ownership and independence
- Promoting regular attendance and engagement
- Connecting families with helpful resources
- Celebrating student growth and success

You are never alone at MGLVA. Your Student Support Team is here to help every learner, every day.

STUDENT SUPPORT TEAM ROLES & RESPONSIBILITIES

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



TITLE I PARENT INVOLVEMENT POLICY

Michigan Great Lakes Virtual Academy (MGLVA) ensures that parent involvement is an integral and significant component of the total school program. The Parent Involvement Policy has been developed collaboratively with parents, instructional staff, and administrators. Parents are consistently invited to become involved in the process of school and overall program improvement. In addition to meeting several times each school year, the Title I Coordinator meets with parents at least once annually to review and revise the existing Parent Involvement Policy in compliance with Section 1118 of the ESEA laws governing Title I programs.

Section 1118(b) MGLVA Parent Involvement Policy was developed with parents and is distributed to parents who have children identified as a Target Title student, attending MGLVA in compliance with Title I, Part A Elementary and Secondary Education Act (ESEA). The existing school Parent Involvement Policy may be amended to include the requirements in Section 1118(b–h).

The policy can be accessed on the school's website

<https://mglva.k12.com/about-our-school/meet-our-team/meet-our-administrators.html>

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

- The annual meeting will be held in the first quarter of each school year.
- Parents, MGLVA staff, and administration are invited to a Live Class Session (Engageli/Live Class Session).
- The Live Class Session will be available in recordings, and parents can send responses to the Title I Coordinator, who will share with MGLVA administration.
- Parents involved in the MGLVA Parent Targeted program will review Title I requirements and their right to be involved in Title I programs as a participant.

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

- MGLVA Targeted meeting sessions are provided virtually and will be made available as recordings on the MGLVA website (<http://MGLVA.k12.com>).

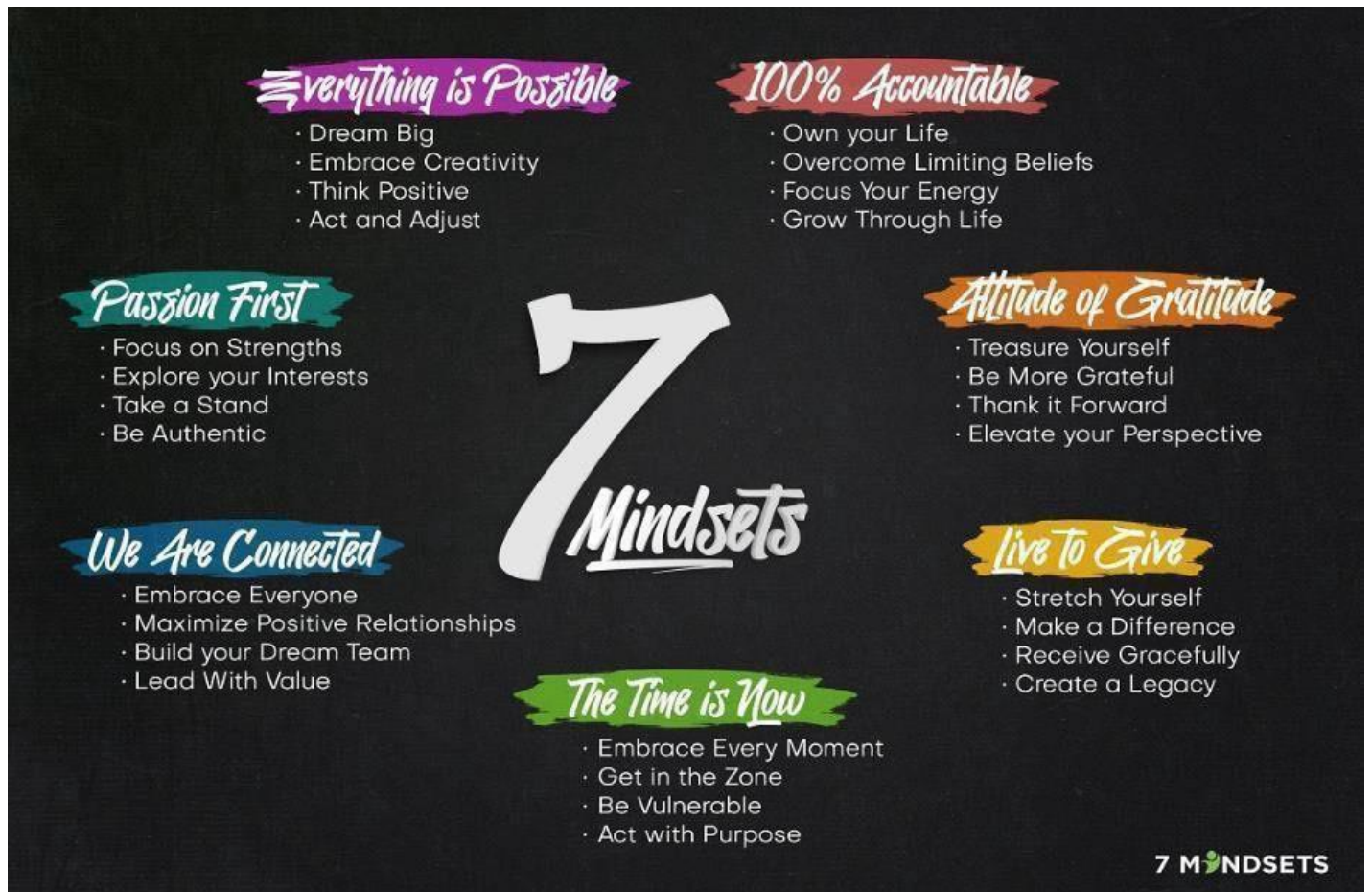
Section 1118(c)(3) MGLVA shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school-level Parent Involvement Policy and the joint development of the schoolwide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

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

SOCIAL-EMOTIONAL LEARNING

Michigan Great Lakes Virtual Academy is committed to the overall success and well-being of our students and families. The 7 Mindsets program will be used to support and increase Social-Emotional Learning and Awareness across our school community.

Through this program, our students will be able to focus on their self-development through the mindsets of Everything is Possible, 100% Accountable, Attitude of Gratitude, Live to Give, The Time is Now, We Are Connected, and Passion First. Students will attend a weekly Mindset Monday session with teachers, advisors, and administration to focus on each of these mindsets throughout the school year and continue to develop as well-rounded individuals and successful students in school and in life.



ACADEMIC PROGRAMS

Section 164k(e) Notice

NOTICE: In accordance with [Section 164k\(e\)](#) of the State School Aid Act, Michigan Great Lakes Virtual Academy is issuing this notice regarding its K–5 literacy curriculum. The district’s current K–5 literacy curriculum, the K12 Curriculum, is not included on the Michigan Department of Education (MDE) Recommended Literacy Materials List. Under Section 164k(e), curricula not included on this list are not designated by MDE as “evidence-based or aligned to state standards” through the recommended list process, “which could negatively impact student academic outcomes.”

Michigan Great Lakes Virtual Academy has conducted a local review process and maintains documentation indicating that its literacy curriculum is evidence-based and aligned to the science of reading, including systematic and explicit instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension, consistent with MCL 380.1280f and MCL 388.1764k. The district will continue to monitor literacy instruction, student data, and guidance from the MDE as part of its regular curriculum review cycle. Any future curriculum changes will be communicated to families.

Developmental Kindergarten (Kindergarten Prep)

MGLVA's Developmental Kindergarten (Kindergarten Prep) program offered by MGLVA is intended to provide an additional year of early education before students begin traditional kindergarten. DK allows students who will turn 5 years old by December 1 of the current school year to delay traditional kindergarten entry for a year without a direct cost to families. DK provides an opportunity for young students to improve their academic and socio-emotional preparedness for traditional kindergarten.

MGLVA uses Embark, K-12's award-winning online curriculum developed for junior kindergarten by a team of developmental psychologists. Embark is an early childhood curriculum specifically designed for prekindergarten students attending virtual schools. The cyclical program includes intentionally planned blended instruction starting with teacher-led direction, technologically advanced practice, and hands-on application culminating in summative assessments. The curriculum is also aligned with Michigan's Early Childhood Standards of Quality and includes practice and application of the Star Focus Skills, a key benchmark assessment at Michigan Great Lakes Virtual Academy from PK-to-12th Grade.

Another key element of the Embark curriculum is the enrichment program offered to students. The thematic units presented through cross-curricular activities allow students to draw connections and conclusions from all content areas. For example, students will mimic the sounds of animals in unit 8 of the Science curriculum Looking at Animals and then identify sets of those animals in math unit 8 Looking at Animals. Students will make similar connections in unit 8 when learning in Social Studies, Music, Art, and English Language Arts.

Embark consists of 18 thematic units within six subject areas (Math, ELC, Science, Social Studies, Art, and Music). Specific learning objectives are provided for every module, and target objectives reflect an integrated, multidisciplinary approach. Throughout the program, objectives in one subject intentionally support objectives in another subject. This design helps to reinforce learning experiences and complements children's natural tendency for a holistic view of the world.

THE ELEMENTARY PROGRAM (GRADES K–5)

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

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

ACADEMIC ADVANCEMENT (GRADES K–5)

It is important to understand that the decision to advance a student to the next course or grade level is made jointly by the parent and teacher. The decision focuses on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of the Michigan Great Lakes Virtual Academy and the STRIDE K12 curriculum.

Michigan Great Lakes Virtual Academy understands that children do not learn at the same rate or in the same manner. The program offers families flexibility in scheduling and instructional strategies. Michigan Great Lakes Virtual Academy focuses on mastery of lesson objectives, encouraging families and students to spend the time needed daily and throughout the year to reach mastery of most lesson objectives.

Michigan Great Lakes Virtual Academy allows students to advance to the next course level at any time of the year up to April 30. Parents and teachers evaluate every student's course level and grade level prior to the conclusion of the current school year. This evaluation does not affect course level changes, which can

be made at any time up to April 30. Together, the Michigan Great Lakes Virtual Academy teacher and parent arrive at a decision on the advancement of the student. Advancement of a student from one course level to the next requires the approval of the Michigan Great Lakes Virtual Academy administration. Sufficient progress in all courses is expected before course level advancement in one area may be considered.

K-5 PROMOTION AND RETENTION

Throughout the school year, Michigan grade level standards will be measured for all Michigan Great Lakes Virtual Academy students in grade K–5. At the end of each quarter, a snapshot will be created for each student that outlines actual course progress and expected progress for that point in the school year. Learning goals will also be defined from student-teacher interaction along with results from local assessments, integral programs such as Study Island, work submissions, and STRIDE K12 Online School. The learning goals will be monitored for the entire school year. At the end of the second and fourth quarters, a more detailed report will be sent, including an update on proficiency in grade-level standards. For more information on Michigan State Standards, please go to <https://bit.ly/3jlcK7j>

It is imperative that all students attend each scheduled individual teacher conference, participate in all local assessments, either face to face and/or Engageli, and attend testing (if applicable). As their progress is monitored, students may be asked to attend supplemental tutoring sessions for additional instructional support. These are integral tools for gathering information about individual strengths and weaknesses and monitoring ongoing progress to ensure student success. These measures also help in determining mastery levels,

which will be reported on the student's progress reports. Promotion or retention for the next grade level will be determined as the cumulative results of the student's progress and achievement for the school year are analyzed at the end of the academic year.

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

K-5 FLEX PROGRAM

The K-5 Flex Program is designed to foster student autonomy while maintaining strong academic performance. This initiative provides a flexible learning environment that aligns with the unique needs and lifestyles of students and families.

Eligibility and Enrollment:

- The learning coach has expressed interest for placement in Flex Plan.
- The student maintains no overdue lessons on student OLS plan
- The student maintains a minimum of 90% OLS expected progress.
- The student participates and completes district and state assessments in a timely manner.
- The student maintains a minimum grade threshold of 75% in all academic courses according to Gradebook.
- The student logs in daily and is engaged in OLS lessons and assignments.
- The student consistently performs at or above 50 NPR on district assessments.

Program Features:

1. Attendance and Class Participation:

- a. *Small Group Classes* (WIN) will not be scheduled on the student's plan unless a need for additional support or intervention arises.
- b. *Science and Social Studies Class Connect* sessions are optional.
- c. Mandatory attendance to ELA, writing, and Math whole group instructional live sessions and participation, including student camera on and utilizing mic and chat appropriately.
- d. Mandatory attendance for *specialized instruction* (e.g., Speech, ELL) as per student IEPs, 504 and intervention requirements.

2. Academic Expectations:

- a. Maintains a minimum grade threshold of 75% in all academic courses according to Gradebook.
- b. Daily course login and consistent engagement in lessons and assignments.
- c. Mandatory submission of grade level teacher required writing pieces.
- d. Maintains no overdue lessons on student OLS plan
- e. Maintains a minimum of 90% OLS expected progress

3. Assessment and Monitoring:

- a. Regular academic check-ins and ongoing assessments (formative, interim, summative) conducted by GE teachers.
- b. Participation in District Assessments and Grade level Assessments is mandatory, ensuring academic benchmarks are met.
- c. Participation in standardized testing (e.g., state assessments) is mandatory, ensuring academic benchmarks are met.

4. Program Compliance:

- a. Families must sign a commitment contract outlining the Flex Plan requirements and expectations.
- b. Students and Learning Coaches must maintain regular contact with assigned GE teachers and advisors.
- c. Bi-Monthly reviews are conducted by School Mentor to determine if the student remains eligible for the program.
 - a. Students not meeting requirements will have two weeks to improve status. If improvement is not documented, the student will be removed from the Flex Plan program.
- b. Adhere to academic integrity policies, including independent test-taking and assignment submission.

5. Engagement Requirements:

- a. Logging into the learning platform five days a week and completing all outlined weekly assignments is essential.
- b. Timely communication with advisors, through surveys, live connection sessions, phone call, texts, or emails.
- c. Immediate response to school communications (calls and emails within 24 hours).

6. Support and Intervention:

- a. If a student's progress falls below expectations, Advisors initiate support interventions, including additional check-ins and tailored assistance.
- b. Continued failure to meet program standards may lead to probation, and ultimately, a return to the traditional learning program schedule if compliance does not improve.

Count Day Attendance

The State of MI Count Day occurs two times per school year, one being in the fall (early Oct.) and the other being in the spring (early Feb.). These are mandated school days that students must attend required classes and complete an OLS assignment in each content area. It will be required that students participating in the Flex Plan attend all sessions on these days and not adhere to their flex day plan. The student's teacher will communicate with Flex Plan families prior to these days so that families can plan for full day attendance.

State Testing

The State of MI requires all students to attend in person state testing each April to complete the grade level required assessments. Students participating in the Flex Plan must attend State Testing at their assigned site in April.

Flexibility and Accountability:

The program empowers Learning Coaches to support their student's learning while holding them accountable to the standards of academic integrity and engagement. Removal from non-essential live sessions allows students to work at their own pace, enhancing their learning experience without compromising academic performance.

ONLINE SCHOOL (CANVAS) PROGRESS

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

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

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

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

THE MIDDLE SCHOOL PROGRAM (GRADES 6–8)

The K–12 Online Middle School is an extension of the Online High School and is designed to empower, engage, and help students achieve even better academic results through

- school landing pages that provide a beautiful and welcoming experience;
- plans and to-do lists that help students stay on top of their schoolwork and activities;
- announcements that keep students, teachers, and learning coaches up to date and informed;
- powerful course management tools that allow teachers to tailor curriculum to best meet the unique needs of their students;
- increased independent learning & teacher interaction for middle-grade students; and
- reduction in time required from a Learning Coach.

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

Students are required to

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

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

Learning Coaches are responsible for

- confirming and entering attendance daily;
- ensuring Internet connectivity;
- reporting/resolving any technical issues (STRIDE K12 customer support: 866-512-2273);
- ensuring that students are completing required assignments daily and submitting assignments on time;
- assisting students with assignments, to the extent that they are comfortable doing so;
- ensuring that students take advantage of all the resources available to them to succeed in school; and
- communicating with Michigan Great Lakes Virtual Academy teachers when a concern or need arises.

MIDDLE SCHOOL GRADING POLICIES

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

Students are responsible for their own work on unit tests and quizzes. Students are not allowed to share work with other students on unit tests quizzes. Unless otherwise noted, tests and quizzes are not "open book" assignments. If a student does not complete his own work or shares his work with others on unit tests and/or quizzes, he/she will not receive credit for the work.

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

MIDDLE SCHOOL ACADEMIC DISHONESTY POLICY

Academic integrity is highly valued at Michigan Great Lakes Virtual Academy. Incidents involving plagiarism and cheating are serious offenses that warrant immediate administrative attention. Students are required to submit original work.

They are obligated to cite the sources of all references they use. See also Student Rights and Responsibilities Behavior Guidelines for additional information regarding this policy.

Non-citation infraction

- 1st incident = counseling on correct use of citations, zero on assignment with ability to redo;
 - 2nd incident = grade of zero on assignment with the ability to redo, curriculum locked for 1 day;
 - 3rd incident = standing grade of zero on assignment with administrative review, curriculum locked for 1 day;
- Note that Turnitin.com is used to ensure that plagiarism does not occur within assignments.*

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

MIDDLE SCHOOL REPORT CARDS

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

main office and they can supply it to you.

ACADEMIC ADVANCEMENT IN THE MIDDLE SCHOOL

It is important to understand that the decision to advance a student to the next course or grade level is made jointly by the parent and teacher. The decision focuses on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of the Michigan Great Lakes Virtual Academy and the STRIDE K12 curriculum.

Michigan Great Lakes Virtual Academy understands children do not learn at the same rate or in the same manner. Michigan Great Lakes Virtual Academy focuses on mastery of lesson objectives, encouraging families and students to spend the time needed daily and throughout the year to reach mastery of all grade-level standards.

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

MIDDLE SCHOOL FLEX PROGRAM

The MS Flex Plan is designed to foster student autonomy while maintaining strong academic performance in grades 6-8. This initiative provides access to the full-time, general education curriculum with a more flexible learning schedule that aligns with the unique needs and lifestyles of students and families.

Eligibility and Enrollment Requirements

If a family expresses an interest in a more flexible daily instructional schedule, the student must meet and maintain the following requirements to participate in the Flex Plan:

- Maintain a minimum grade of 75% (C) or higher in all courses
- Login to Online Middle School (OMS) on all school days to complete assigned coursework
- Student completes all district benchmark assessments (i.e. STAR) and state face-to-face assessments (i.e. MSTEP, PSAT) in a timely manner
- Consistently score at or above a 50th percentile (NPR) on district assessments
- No excessive overdue assignments or history of chronic absenteeism at MGLVA

Program Features

1. Attendance and Class Participation:

- a. If a student maintains all eligibility requirements for Flex, they will be invited as optional to their live Class Connect sessions. Flex Plan students are encouraged to attend as many live sessions their schedule accommodates.
 - i. **Core Academic Classes:** Math, Language Arts, Science, and Social Studies
 - ii. **Co-Curricular Classes** (Enrollment varies by grade level/semester): Art, Health, Physical Education, Career Explorations, Career Planning, and/or Computer Literacy
 - iii. **Help Sessions/Office Hours:** Opportunities for synchronous 1:1 or small-group teacher support
 - iv. **Homeroom and Assembly Sessions:** Peer/staff socialization, Social-emotional Learning (SEL), and school announcements/celebrations
 - v. **Exceptions (Required Sessions)**
 1. **New Student Orientation:** All new students who intend to participate in the Flex Plan must attend all required Orientation sessions and complete the onboarding process in their first week of attendance with MGLVA
 2. **Special Program Sessions:** Students that receive direct services as part an IEP, 504 Plan, and/or ESL designation will be invited as required to all special program

sessions. Flex students must attend these live sessions as scheduled each day/week.

- 3. Benchmark Testing Sessions:** All students enrolled at MGLVA are expected to complete district benchmark testing three times per year in a live session with MGLVA staff.
 - a.** Students will be invited to each benchmark testing session as required; students must attend accordingly or communicate schedule conflicts with their teacher.
 - b. Triannual Testing Windows:** All MGLVA students must complete the required benchmark assessments once in each testing window for which they are enrolled:
 - i. BOY Testing:** Beginning of Year (Sept. - Nov.)
 - ii. MOY Testing:** Middle of Year (Jan. - March)
 - iii. EOY Testing:** End of Year (May-June)
- b.** Recordings of Class Connect sessions (whether a Flex Plan student attends or not) will be available to view within 24 hours
 - i. Note:** This applies for most Class Connect sessions, but quality or availability of recordings may vary by session content or format.

2. Academic Expectations

- a.** To remain enrolled in the Flex Plan, students shall:
 - i.** Maintain a minimum grade of 75% or higher in all courses
 - ii.** Login to Online Middle School (OMS) on all school days to complete assigned coursework
 - iii.** Submit all assigned coursework by specified due date and communicate directly with the teacher regarding any delays

3. Assessment and Monitoring

- a.** Flex Plan students are expected to complete all assigned coursework and assessments at the same pace and grading scale as their peers who attend classes on a traditional instructional schedule.
- b.** Timely participation in triannual district assessments (i.e.- BOY, MOY, EOY Testing) is mandatory to monitor expected academic growth
- c.** Timely participation in face-to-face state assessments (i.e.- MSTEP, PSAT) is mandatory to ensure academic benchmarks are met

4. Program Compliance

- a.** Families must sign a commitment contract outlining and agreeing to Flex Plan requirements and expectations.
- b.** Students must adhere to academic integrity policies, including test-taking and assignment completion that is independent from outside supports.
- c.** Bi-monthly reviews will be conducted by an advisor/staff mentor to determine if the student remains eligible for the Flex Plan program.
- d. Support and Intervention**
 - i.** Students not meeting requirements will receive notice by email and have two weeks to improve their status to minimum Flex Plan criteria.
 - ii.** Students who do not show improvement within the two-week period will be removed from the Flex Plan and revert to a traditional instructional schedule on Monday (or the first day) of the following week.

5. Engagement Requirements

- a. Students must login to the Online Middle School (OMS) on all school days to complete assigned coursework
- b. Students, families, and staff members are expected to respond to all school-related communications (phone calls, texts, or emails) within 1 business day
- c. Learning Coaches are expected to serve as the primary support for Flex Plan students with daily check-ins for OMS logins and coursework completion

6. Special Considerations

- a. **Count Day Attendance:** The State of Michigan requires two “count days” each school year (in October and February) in order to tally the number of students attending each public school. In order to be counted as a full-time student at MGLVA, Flex Plan students must attend all Class Connect sessions on their schedule each Count Day and complete all assigned coursework on their daily plan. Multiple communications will be sent to families prior to each Count Day to ensure they are aware of the unique class attendance requirements.
- b. **State Assessments**

MGLVA MS students are required to attend face-to-face testing locations each Spring to complete grade-level state assessments (i.e.- MSTEP and/or PSAT). Students participating in the Flex Plan must attend state testing as assigned in April at their local MGLVA testing site to remain eligible for participation in the program.

THE HIGH SCHOOL PROGRAM (GRADES 9–12)

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

SUMMARY OF HIGH SCHOOL MODEL

STRIDE K12 Inc. utilizes their Learning Management System (LMS) to provide the online school campus and courses. The school campus site features school announcements, messages from the administration, access to important documents, club and organization information, guidance counseling resources, and courses—all combined into one interactive and easy-to-use interface. The student calendar, which shows assignments and due dates for all courses in one easy-to-use tool, helps students to stay focused on every course. Courses provide dedicated tools, such as a schoolwide landing page with personalized course “peek at the week,” teacher syllabi and announcements, online assessments, and electronic drop boxes for assignment submissions. These all work together to provide a rich course experience for students.

Courses are a combination of blocks and split blocks. Block courses are longer class periods with built-in practice time. Core English and core Science courses are block and cover the entire year of standards in one semester. Courses consist of multiple units, lessons, and activities based on course standards. Teachers provide daily live instruction with asynchronous support. Students need to complete online coursework asynchronously. Live sessions serve to instruct, provide practice and exploration, and assess student learning daily. Teachers post announcements and indicate the lessons, activities, and assessments to be completed each week on the course calendar. All work assigned must be submitted by the date indicated, but opportunities to demonstrate proficiency in each standard will be available until the last day coursework is accepted in the grading period.

The Michigan Great Lakes Virtual Academy’s High School program is primarily synchronous. Flex students opt in for asynchronous instruction. Course activities may include

- reading online text;
- viewing moving and static images and streaming video;
- listening to audio recordings and pronunciations;
- linear and interactive animations and simulations;
- hands-on and virtual activities;
- threaded discussions with teachers and fellow students in a section, cohort, or group;
- teacher announcements;
- online self-check exercises; and
- teacher-created instructional materials.

Student learning benefits from close relationships among parents, students, advisors, teachers, and other support personnel. For students to achieve mastery of high school-level courses, the instructional component will rely heavily upon skilled subject-specific teachers who will serve as coaches and guides through a clearly defined, high-quality curriculum. Parents or caring adults (referred to as Learning Coaches) are crucial as motivators and coaches.

Students' academic success in virtual high school is strengthened through active engagement with the curriculum and consistent interaction with their teachers.

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

- to attend daily sessions virtually (or be enrolled in an asynchronous Flex program);
- to log in daily to each course within the learning platform;
- to communicate with teachers and other staff (school email, phone, text, etc.);
- to follow the course calendar and announcements;
- to complete assignments on (or before) due dates;
- to spend 60–75 minutes in each course each day through a combination of both live and asynchronous time;
- to submit assignments on or before the due date directly to their teacher as directed in each course;
- to read teacher feedback and use it to improve their work on new attempts and future assignments; and
- to communicate directly with the teacher when they have any questions or problems related to the curriculum or assignments.

The role of the parent or another responsible adult acting as a “Learning Coach” in the home is crucial to the success of most students. The Learning Coach (LC) can be a parent, guardian, or any adult who the parent/guardian establishes as an LC. LCs are responsible for:

- ensuring Internet connectivity;
- reporting/resolution of any technical issues or missing materials;
- ensuring that students are completing required assignments daily and submitting assignments on time;
- ensuring that students use the resources available to them to succeed in school; and
- communicating with their student's teachers when a concern or need presents itself.

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

ADVANCED PLACEMENT COURSES

MGLVA offers AP courses for our 10th, 11th, and 12th-grade students. Upon enrolling with MGLVA, new students should let their counselors know if they are interested in taking AP classes. Returning students should notify their counselor through email or survey responses. The AP coordinator will be notified of the request. Students who would like to take the optional AP exam will have the opportunity to schedule a testing session at their local high school or have an in-person test administered by an MGLVA staff member. It is the responsibility of the students to find a school near them where they can take the AP exam, register with that school, and pay for the exam themselves when not available through MGLVA.

HONORS COURSES

Students looking to take more rigorous classes at MGLVA are encouraged to take honors classes. Students should notify their counselor of their interest in honors courses through email or the end-of-the-year survey. Once enrolled in an honors class, a student must complete the required work and receive a passing grade equivalent of 80% or higher. If a student does not achieve at least 80% on their semester report card, the student will not be placed into an honors class for the next semester. If a student wishes to take honors courses but starts with MGLVA more than four weeks after the semester has started, the student may not be placed in honors classes. The student will have an opportunity to take honors classes during the next semester, just not the semester they are currently enrolled in.

HIGH SCHOOL GRADING POLICIES

MGLVA High School uses a standards-based grading (SBG) system to report student learning. Instead of traditional letter grades (A–F), students receive scores that reflect their current level of understanding of specific learning standards. Semester proficiency scores are converted to traditional GPA percentages at the end of the semester for transcripts.

Each assessed standard is scored on a 0–4 scale:

4 – Excelling: Consistently demonstrates deep understanding and applies skills in new, complex ways.

3 – Proficient: Meets the standard; demonstrates independent understanding key concepts and skills.

2 – Approaching: Shows partial understanding; able to demonstrate skills and concepts with support or in simpler contexts.

1 – Beginning: Limited understanding of the standard; requires significant support.

0 – No Evidence: No evidence submitted or demonstrated to assess understanding of the standard.

ACADEMIC DISHONESTY POLICY

All work submitted is assumed to have been completed by the student. Students are responsible for observing the standards on plagiarism, artificial intelligence (AI), or tools that use AI, and properly crediting all sources relied upon in the composition of their work.

- Academic dishonesty or plagiarism is when someone uses another person's work or artificial intelligence as their own without giving credit to the original source or obtaining the teacher's permission.
- MGLVA uses a variety of programs to ensure that plagiarism does not occur within assignments. Teachers may also elect to use other AI and plagiarism programs to detect and document academic integrity.

If a student violates this policy, the following guidelines will be followed:

- **1st Occurrence:** Grade of 0 or Limited Evidence on the assignment; student must communicate with teacher or appropriate staff within one week of notice of an academic integrity violation to discuss academic integrity and make plans for revision. The student has one academic week from the conference to redo and resubmit the assignment for a maximum grade of 100%. Students will still have a 1st occurrence noted and counted in cumulative total for the year.
- **2nd Occurrence:** Grade of 0 or Limited Evidence on the assignment; student must communicate

with teacher or appropriate staff within one week of notice of an academic integrity violation to discuss academic integrity and make plans for how to earn credit on the assignment. Student can earn credit for the assignment according to the evidence of mastery levels once student's original work is submitted. LCs will receive an email with the subject of "MGLVA Academic Integrity 2nd Occurrence" from the teacher or appropriate staff with details. Students will still have a 2nd occurrence noted and counted in cumulative total for the year.

- **3rd Occurrence:** Grade of 0 or Limited Evidence on the assignment; a meeting with student, teacher or appropriate staff, LC, and department chair must occur within one week of notice of an academic integrity violation to discuss academic integrity and make plans for how to earn credit on the assignment. Student can earn credit for the assignment according to the evidence of mastery levels once student's original work is submitted. LCs will receive an email with the subject of "MGLVA Academic Integrity 3rd Occurrence." Students are prohibited from taking AP, Honors, and joining National Honor Society. Students will still have a 3rd offense noted and counted in cumulative total for the year.
 - **4th Occurrence:** Grade of 0 or Limited Evidence on the assignment; Meeting with student, LC, school administration, and teacher(s) or appropriate staff to discuss the offenses and efforts to avoid academic integrity violations. Students may be moved to credit/no credit for the course. Students will still have a 4th offense noted and counted in cumulative total for the year.
 - Five (5) or more violations will result in an administrative meeting to discuss further action.
- **Offenses are cumulative for each school year and spans all academic classes.***

EVIDENCE OF MASTERY

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

Assignments will be auto-graded or will be graded by the teacher, depending on the assignment. During the semester, students can view their grades in the course gradebook. Appropriate school staff, learning coaches, parents/legal guardians also have access to student grade information.

Late Work and Reassessments

High School Late Work

In a standards-based system, learning is the priority. Non-academic behaviors, like late work submission, are not factored into student grade reporting. Students are encouraged to submit work even if it is late. Course pacing guidelines and end of semester deadlines will be communicated to ensure consistency and promote timely feedback.

Reassessments

Students may reassess to demonstrate improved understanding of a learning standard. Reassessment opportunities are available throughout the learning process and are designed to reflect an accurate level of understanding. Teachers may choose to offer different formats for assessments of the standards (for example, a written response instead of a quiz, or a conversation instead of a project) but will measure the same learning standard. Students are encouraged to take advantage of these opportunities to support their growth and mastery. After a second reassessment attempt, teachers may require the student to engage in a targeted learning activity to support deeper understanding before additional reassessment opportunities are provided.

The district may use a grading calibration committee to review and adjust scores, if necessary, to ensure consistency, accuracy, and alignment with grading policies.

GRADING SCALE

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

CREDITS

Students will be placed into their graduation cohort regardless of credits earned. Students can earn up to 6 credits each year and must have 22 credits in specific Michigan Merit Curriculum content courses to graduate.

CONVERSION OF CREDITS

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

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

HOME SCHOOL CREDITS

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

CREDIT RECOVERY

Credit Recovery classes will be assigned on a case-by-case basis. Enrollment in a credit recovery class will only occur once the counselor has explained the class format to the student. Students will earn Credit (CR) or No Credit (NC) on transcripts.

HIGH SCHOOL FLEX PROGRAM

The MGLVA High School Flex Program is designed to foster student autonomy while maintaining strong academic performance. This initiative provides a flexible learning environment that aligns with the unique needs and lifestyles of students and families. Students will be invited to attend live Class Connect sessions as optional, meaning they are not required to attend (with exceptions as outlined below where they will be required to attend for things like state and district testing, Count Day, check-ins, Special Education requirements etc.)

Eligibility and Enrollment:

- Expressed interest for placement in alternate scheduling (Flex Plan).
- No overdue assignments on student OHS plan and OHS progress is up to date.
- District and State Assessments are completed on time.
- Must attend all live sessions and log into and complete work in all courses on each Count Day.
- Students will maintain a minimum grade of 75% for every academic course.
- Students log into each academic course daily and complete coursework and are engaged in lessons and assignments. (This is how daily attendance will be captured.)
- Students consistently perform at or above 50 NPR on District Assessments.

Program Features:**1. Attendance and Class Participation:**

- a. *Small Group Classes* (WIN) will not be scheduled on the student's plan unless a need and/or requested for additional support or intervention needs arise.
- b. Mandatory attendance for *specialized instruction* (e.g., Speech, ELL) as per student IEPs, 504 and intervention requirements.
- c. Mandatory attendance in live sessions on each Count Day.
- d. Mandatory attendance for state (in-person) and district (virtual) assessments.

2. Academic Expectations:

- a. Maintain a minimum grade threshold (75%+ in all courses pass rate).
- b. Daily course login accessing "Content" and consistent engagement in lessons and assignments.
- c. Submission of all assignments within specified deadlines (due dates on Class Plan, with communication to teachers for any delays).

3. Assessment and Monitoring:

- a. Academic check-ins and ongoing assessments (formative, interim, summative) may be conducted by content teachers.
- b. Participation in District Assessments (STAR) is mandatory, ensuring academic benchmarks are met.
- c. Participation in standardized testing (e.g., state assessments – PSAT, SAT, M STEP, etc.) is mandatory, ensuring academic benchmarks are met.

4. Program Compliance:

- a. Families must sign a commitment contract outlining the Flex Plan requirements and expectations.
- b. Students and Learning Coaches must maintain regular contact with assigned GE teachers, advisors, and any other school-assigned mentor.
- c. Bi-Monthly reviews are conducted by a School Mentor to determine if the student remains eligible for the program.
 - i. Students not meeting requirements will have two (three) weeks to improve their status and secure compliance with program expectations. If improvement (what is the definition of improvement?) is not documented, the student will be removed from the Flex Plan program and will return to the standard course expectations, including daily CC attendance requirements.
 - ii. If a student is on probation due to an academic concern in only 1 class, support should be placed for student success: attendance at CCs is required, tutoring offered, WIN sessions, advising sessions. Advisor and teacher monitor attendance. Email about student progress in the course on probation is sent to teacher and Parent Success Coach (PSC). PSC will make a connection with LC to add further resources if necessary.
 - iii. Students may remain 'flex' for the courses with a 75%+ but have required attendance in courses below 75%.
 - iv. If a student regains the expected 75%, the student may become 'flex' again in that course if the 75%+ is maintained for a three-week period. The student is expected to advocate for this change if desired.
 - a. When the student exits the probationary period (through student advocacy), a notification email will be sent by the advisor to LC and student with the Parent Success Coach cc'd.
 - v. Adhere to academic integrity policies, including independent test-taking and assignment submission.

5. Engagement Requirements:

- a. Logging into the content of each course in the OHS five days a week and completing all outlined weekly assignments is required.
- b. Timely communication with advisors, through surveys, live connection sessions, phone calls, texts, or emails.
- c. Immediate response to school communications (calls and emails within 24 hours).

6. Support and Intervention:

- a. If a student's progress falls below expectations, Mentor/Advisors initiate support interventions (including tutoring option), additional check-ins and tailored assistance.
- b. Failure to meet program standards will lead to a two (three)-week *probationary period, and ultimately, a return to the traditional learning program schedule if compliance does not improve to meet the program

guidelines.

- i. When the student enters the probationary period, a notification email will be sent by the advisor to LC and student with the Parent Success Coach cc'd. Email should include tutoring information. Email will include specific dates and timelines for improvement criteria.

Count Day Attendance

State of MI Count Day occurs two times per school year, one being in the fall (early Oct.) and the other being in the spring (early Feb.). These are mandated school days where students must attend all required classes and complete an OHS assignment in each content area. It will be required that students participating in the Flex Plan attend all live sessions on these days and complete work in the content of each course in the OHS. The student's teacher will communicate with Flex Plan families prior to these days so that families can plan for full day attendance.

State Testing

The State of MI requires all students to attend in person state testing each April to complete the grade level required assessments. Students participating in the Flex Plan must attend State Testing at their assigned site in April.

Program Continuation

Flexibility and Accountability: The program empowers Learning Coaches to support their student's learning while holding them accountable to the standards of academic integrity and engagement. Removal from non-essential live sessions allows students to work at their own pace, enhancing their learning experience without compromising academic performance.

PERSONAL CURRICULUM

According to Section 380.1278 of the Revised School code, general education students have a right to a Personal Curriculum (PC) if doing so will allow them to graduate high school in a timely manner with a diploma. The PC is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements. A personal curriculum can be implemented in the following areas:

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

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

- Parents, students, or school personnel request a PC;
- Requests are reviewed to determine if a PC is needed;
- PC team meets, including students, parents, counselor, and teacher of related subject area that will be modified;
- An agreement is written and signed by the PC team as well as the school principal or head of school;
- PC is implemented; and
- Progress is monitored by the school and the PC counselor.

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

DUAL ENROLLMENT

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

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

Once a student is enrolled in a class, it is the student's responsibility to meet any deadlines to drop a course. A student who fails to timely drop a course or fails a course is responsible to reimburse the Academy for the cost of the full amount of the tuition.

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

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

- The student must pass one of the following with the Minimum Dual Enrollment Qualifying Score: MME, ACT, PLAN, SAT, or PSAT.
- The student must meet the college/university GPA requirement, if applicable.
- The student must be enrolled in grades 9–12 and may not be enrolled in high school for more than four (4) school years. Adult education students are not eligible.
- The student must receive the recommendation of the guidance counselor to take the course(s).
- The student may not take classes in the future if an "F" is received for the final grade.
- The student must be enrolled in at least one (1) MGLVA course.

Students who attend dual enrollment course(s) have the following obligations:

- to attend all college course(s) as scheduled and provide their own transportation;
- to receive permission from the high school principal or counselor to change their schedule;
- to reimburse MGLVA for the full amount of tuition if the student drops the class after the full reimbursement date or fails the class;
- to keep the high school informed of the student's schedule and any changes made, so that MGLVA knows where the student is at all times; and
- to have parent(s)/guardian(s) sign the required forms stating that they agree that their student may attend dual enrollment course(s).

Eligible dual enrollment courses include:

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

Courses not eligible for dual enrollment include:

- hobby/craft/recreation courses;
- religion/theology courses;
- a course that can be taken at MGLVA in an AP format; and if a similar course at MGLVA is offered, the MGLVA course must be taken first.

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

NCAA ELIGIBILITY

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

GRADUATION REQUIREMENTS

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

GRADUATING EARLY/NUMBER OF COURSES

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

GRADUATION HONORS

During the graduation ceremony, seniors will be recognized in the following manner:

- Grade Point Average (rounded to the nearest hundredth)
- honors cord awarded to students with a cumulative GPA of 3.5 or higher
- medals awarded to Valedictorian and Salutatorian

GRADUATION REQUIREMENTS FOR SENIORS

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

- complete of MME testing
- pass all MMC required classes and at least 22 credits (18 credits if on Passport Diploma Track)

****To graduate from Michigan Great Lakes Virtual Academy, students must complete all local course requirements, which fully align with and satisfy the state graduation requirements established by the Michigan Merit Curriculum (MMC).***

VALEDICTORIAN/SALUTATORIAN

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

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

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

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

COURSE REQUIREMENTS

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

CERTIFICATE OF COMPLETION

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

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

MGLVA BOARD POLICY FOR CERTIFICATE OF COMPLETION

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

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

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

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

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

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

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

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

TYPES OF CERTIFICATES AT MGLVA

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

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

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

CERTIFICATE OF COMPLETION –

SERVICE-LEARNING PROGRAM OVERVIEW OF COURSES 4-YEAR PLAN

9th Grade*/** English Foundations I Math Foundations I World History Physical Science Health/PE Service Learning	10th Grade*/** English Foundations II Math Foundations II US History Earth Science Art or Music Service Learning
11th Grade*/** Summit English 108A Pre-Algebra Geography/Elective Course Environmental Science/Forensic Science Service Learning Elective Course	12th Grade*/** Summit English 208A Consumer Math Contemporary World Issues Service Learning (Senior Project) Elective Course Elective Course

*Subject to change with IEP Team decision.

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

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

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

CERTIFICATE OF COMPLETION PROGRAM (UNIQUE CURRICULUM COURSES FOR ELA AND MATH) PROPOSED 4-YEAR PLAN

9th Grade*/** Related Services (Attendance) Life Skills (HS attendance) Tutoring (Attendance) Unique Learning System (Attendance) Elective Elective	10th Grade*/** Related Services (Attendance) Life Skills (HS attendance) Tutoring (Attendance) Unique Learning System (Attendance) Elective Elective
11th Grade*/** Related Services (Attendance) Life Skills (HS attendance) Tutoring (Attendance) Unique Learning System (Attendance) Elective Elective	12th Grade*/** Related Services (Attendance) Life Skills (HS attendance) Tutoring (Attendance) Unique Learning System (Attendance) Elective Elective

*Subject to change with IEP Team decision.

REPORT CARDS AND TRANSCRIPTS

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

There are two types of transcripts that a student can request: unofficial transcripts and official transcripts. Unofficial transcripts can be requested of the students' counselor. The counselor will send the transcript to the student or Learning Coach requesting the transcript. Official transcripts are requested by a students' new school. Information about requesting official transcripts can be found at <http://mglvahs.weebly.com/withdrawalsrelease-of-records.html>

SCHEDULING

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

Schedule Change Deadline

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

SUBSTITUTION OF CREDITS

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

CLASS FROM PREVIOUS SCHOOL	HOW MGLVA WILL AWARD CREDIT
Physical Science	Chemistry/Physics requirement
Choir	Art
Band	Art
Weight training/conditioning/swimming/etc.	Physical Education
Health and wellness	Physical Education
JROTC/ROTC	Physical Education

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

TESTING OUT

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

- No later than August for fall term or December for winter term, a student must inform their counselor of their desire to test out of a class.
- The student will fill out a form formally requesting to test out of the class.
- The counselor will process the request, obtain the test, and arrange for the student to take the test.
- If the student scores at least 75% on the test, the student will be considered as having obtained mastery of the content and not have to take that class.
- Whatever score a student receives on the test will be the letter grade that will show on the transcript for the student (example: An 80% on the test will show as a B– on the transcript with a GPA of 2.7).

PROGRESS UPDATES

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

DETERMINING CLASS RANK AND HONOR ROLL

Class rank is determined by rank ordering the cumulative grade point average of all students within a grade level. Students earning a semester Grade Point average (GPA) of 3.25 or higher will be eligible for the Honor Roll. The following values will be assigned to semester grades in each course:

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

AWARDING OF EXTRA CREDIT

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

LATE WORK POLICY

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

Career Prep (Career Technical Education/CTE) Formerly Destinations Career Academy

Stride K12 recognizes that student plans after high school will vary and may include immediate immersion in the work force as well as post-secondary education. K12 has recently augmented their catalog and will continue to expand their offerings in Career Technical Education (CTE) to increase students' career and industry readiness by high school graduation. Examples of these CTE offerings extend from individual courses that are part of their catalog to sequences of courses in programs that result in preparedness to earn industry-recognized certifications.

Stride K12 offers a wide range of CTE courses, from career exploration courses to in-depth content in 30 of the Career Pathways™ in four of the sixteen National Career

Clusters™. K12 is continuing to develop additional exploration courses and in-depth courses based on other pathways identified in the National Career Cluster Framework.

MGLVA Career and Technical Education Program includes a series of CTE courses and classroom and laboratory experiences, work-based learning experiences, and project-based learning instruction aligned to CTE program standards.

The four CTE programs offered at MGLVA include:

- Business Management
- Finance
- Health Science
- Marketing

Students participating in CTE programs will have the opportunity to participate in multiple program activities such as:

- **Class Connect Sessions** – Students will be using Newrow to attend live sessions with the instructor and classmates. Students will have the opportunity to participate using audio, visual, whiteboard, learning tools, break-out rooms, etc., within the learning platform. All course sessions will be recorded and will be available for student access.
- **Field Trips** – Students will have the opportunity to participate in face-to-face field trip events to business facilities such as management companies, insurance companies, medical offices, etc.
- **Business Walkthroughs** – Students will have the opportunity to participate in virtual and face-to-face business walkthrough events to explore business facilities. Activities will include a viewing of the facility as well as interviews with a variety of business professionals.

- **Community Service** - Students will have the opportunity to observe, organize, participate, and apply skills learned in the classroom through various community service activities at locations throughout the state.
- **Job Shadows** - Students will have the opportunity to participate in multiple job shadowing opportunities at business facilities. Job shadow activities will provide students with the opportunity to observe and learn about specific business professions.
- **Career Panels** - Students will have the opportunity to observe and interact with business professionals to discuss career opportunities, career skills, career planning, career preparation, etc.
- **Professional Forums** – Students will have the opportunity to observe and participate in business professional forums and discussions provided by business partners and post-second partners. Each forum will provide information on specific business topics.
- **Project-Based Learning** - Students will have the opportunity to participate in project-based learning activities through the application of classroom experiences and acquisition of a deeper knowledge through active exploration of real-world challenges by working as part of a team for an extended period in collaboration with business and industry partners to investigate and respond to a complex question, challenge, or problem.
- **Employability and Workplace Success Workshop** – Students will have the opportunity to participate in a face-to-face workshop focused on learning and developing employment documents and workplace success. The workshop will be provided in collaboration with business professionals and will include interviewing activities and mock interviews.

Work-Based Learning

Students in CTE programs will have the opportunity to build on classroom-based instruction to develop employability skills that prepare them for success in future careers and continuing education. WBL provides students with real-life work experiences where they can apply academic and technical skills and develop their employability skills through placement with area professionals. Students will work and train alongside business and industry partners to gain practical work experience.

For questions specific to Career Prep at MGLVA or to receive a copy of the CTE Handbook, please contact:

Becky Langdon-Hagerty, CTE, Dual Enrollment, EMC Assistant Principal, blangdonhagerty@mglva.org

Renee Dotson, CTE Program Coordinator: rdotson@mglva.org

MGLVA – WSCC Early Middle College Program



Michigan Great Lakes Virtual Academy – West Shore Community College is a combined high school and college program to develop both academic and success skills for the next phase of the student’s journey. The program begins in the 11th grade in which students engage in MGLVA coursework with the opportunity to simultaneously enroll in college courses (virtually or in-person) at WSCC. The program places students on an academic pathway that aligns with their interest, aptitude, educational development plan (EDP), and short-term/long-term goals, while learning about and practicing success skills. The

success skills component is core to the MGLVA – WSCC EMC in which students develop the skills and habits for success in college, career, and life.

The MGLVA – WSCC EMC provides students the opportunity to graduate with both a high school diploma and up to 60 college credits (e.g., industry-recognized credential, college certificate, associate degree) while in a program that focuses on and fosters academic growth, personal growth, and maturity.

West Shore Community College offers a variety of associate and certificate programs, in addition to transfer guides, arranged into Pathways designed to create a clear path to a successful future. Through the colloquia model, students will work through a progression of success skills and credentialing to identify the specific pathway that meets the individual student’s needs. (West Shore Community College
2026-2027 Catalog)

For more information, please contact:

Becky Langdon-Hagerty, CTE, Dual Enrollment, EMC Assistant Principal, blangdonhagerty@mglva.org

Sara Cornell, EMC Coordinator, scornell@k12.com

STUDENT/FAMILY COMPACT

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

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

SCHOOL RESPONSIBILITIES

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

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

PARENT/GUARDIAN RESPONSIBILITIES

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

- ? Parents/Guardians agree that MGLVA is a full-time public-school program, and that students may not be enrolled in any other full-time or part-time public or private school, unless an agreement has been authorized by MGLVA.
- ? Parents/Guardians agree that their student is enrolled in a public-school academy, which is a cyber school, with attendance requirements that are expected to be met (average 6.5 hours daily).
- ? Students in grades K–12 must complete 1,098 hours of instruction during the school year as required by law.
- ? Parents/Guardians agree that it is their responsibility to secure an Internet service provider to access the online school.
- ? Parents/Guardians agree to supervise their student(s) in using the STRIDE K12 curriculum and understand their responsibility to become knowledgeable about it. Any other work accomplished by the student is supplemental to and does not take the place of the STRIDE K12 curriculum lessons. MGLVA does not consider it acceptable to leave a student home alone or unsupervised all day to complete coursework.
- ? Parents/Guardians agree that student progress is an expected part of MGLVA, in addition to the attendance hours logged. Teachers review progress and consider other factors including parental input, when making student advancement decisions. Promotion is based on progress, content mastery, and/or credits earned, not simply attendance.
- ? Parents/Guardians agree to participate, as appropriate, in decisions relating to their child(ren)'s education.

- ? Parents/Guardians agree to promote positive use of extracurricular time.
- ? Parents/Guardians agree to stay informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district either received by the child or by mail and responding, as appropriate.
- ? Parents/Guardians agree to participate in scheduled interactions with their student's teacher and to submit work samples when requested.
- ? Parents/Guardians agree that, as a public school, MGLVA students are required to participate in testing required by the state of Michigan (M-STEP/PSAT/SAT/WIN Career Readiness, WIDA) and other academic achievement testing (IXL, DIBELS) required by MGLVA. Their child is expected to participate fully in the testing at his or her grade level.

STUDENT RESPONSIBILITIES

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

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

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

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

Student's Signature: _____

Date: _____

Student's Signature: _____

Date: _____

Parent's/Guardian's Signature: _____

Date: _____

Parent's/Guardian's Signature: _____

Date: _____

Sign, scan, and email this signature page back to your homeroom teacher, advisor, or counselor, or mail it to Michigan Great Lakes Virtual Academy, 50 Filer St Ste 324, Manistee, MI 49660.



MICHIGAN GREAT LAKES VIRTUAL ACADEMY
STRONG START / STRONG FINISH