

2020-2021

Student Handbook



HIGHPOINT
VIRTUAL ACADEMY
OF MICHIGAN

Welcome to Highpoint Virtual Academy of Michigan!

Dear Highpoint Virtual Academy of Michigan Family,

Welcome to the 2020-21 school year at Highpoint Virtual Academy of Michigan. We are delighted you have selected our school for this portion of your academic journey. At Highpoint Virtual Academy of Michigan (HVAM), we believe the relationship between the student, family and teacher is the heart of a successful school experience.

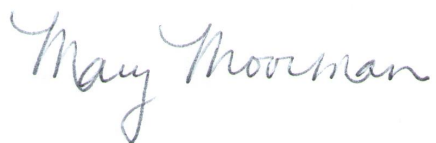
We are committed to putting students first and maximizing their potential to learn and achieve. With our online platform students discover their unique potential at the right pace and, importantly, with right tools.

Highpoint Virtual Academy of Michigan is serving students across the state of Michigan. Our goals for this school year are for students to realize the highest levels of academic achievement while experiencing a strong, safe, and positive school community. The K12 curriculum and our school programs are designed with these goals in mind. Our teachers are your strong partners, and they are eager to support and to assist you and your family throughout the school year.

Please keep this document on hand. 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, concerns, and vision for our community. We look forward to a rewarding year for all!

Academically yours,

A handwritten signature in cursive script that reads "Mary Moorman". The signature is written in a light blue or grey ink on a white background.

*Mary Moorman
Head of School
Highpoint Virtual Academy of Michigan*

*210 E Mesick Avenue
Mesick, MI 49668
855-337-8243*

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Our Mission and Vision

The mission of Highpoint Virtual Academy of Michigan (HVAM) is to provide an innovative virtual education experience to prepare students for success in a range of opportunities beyond high school.

This mission has an expansive vision that intends to reach students throughout the state, including rural areas, and prepare them to graduate with the knowledge and skills to become productive and responsible citizens. HVAM students will develop as effective communicators, inquisitive learners, decision makers, and critical thinkers who develop tangible postsecondary paths that allow them to graduate competent in their chosen job skills or strongly prepared for further postsecondary endeavors.

The HVAM experience seeks to prepare students to meet the challenges of the 21st century as active, strong, and productive members of society by employing strategies that may include:

- Engaging them in a personally relevant and rigorous curriculum;
- Creating partnerships with postsecondary institutions throughout Michigan;
- Establishing hands-on career days and workshops; and
- Developing an annual speaker series with various industries

The vision of HVAM is that it will utilize an enriched online and offline learning environment to deliver core curriculum, engaging electives, World Languages, and AP courses; targeted instructional support by experienced certified teachers working in conjunction with learning coaches (usually parents or guardians but can be any caring adult that the parent or guardian selects); and extended support services and community partnerships to boost student achievement. We plan to offer a powerful model for effective public education that meets the unique needs of its students and families ensuring that every student has the opportunity to reach his or her true potential in accordance with the Michigan Academic Standards.

Highpoint Office: 231-307-4707 or (Toll Free) 855-337-8243

Main Office (Reception) Ext: 7001

Head of School, Mary Moorman Ext: 7002 (mmoorman@highpointva.org)

Operations Manager: Ext: 7003

Special Programs Manager, Nancy Tuckey Ext: 7004 (ntuckey@highpointva.org)

K5 Principal, Timothy Jalkanen Ext: 7800 (tjalkanen@highpointva.org)

MS/HS Principal, Christina Brasil Ext: 7010 (cbrasil@highpointva.org)

Student Support Administrator, Julia Zoutendyk Ext: 7008 (jzoutendyk@highpointva.org)

HVAM Where to Go for Help Office Phone: 855-337-8243 Office Fax: 231-375-2245 Address: PO Box 596 Mesick, MI 49668 Head of School: Mary Moorman (mmoorman@highpointva.org)		
K12 Technical Support/ Customer Care Technical Support: www.help.k12.com OR 1-866-K12-CARE Press 2 at the Prompt for Options: Option 1: Materials Option 2: Technical Support Option 3: Login Information and Online Systems Support	K5 Academics Homeroom Teacher ✓ Daily Lessons ✓ Assessments ✓ ClassConnects ✓ Your Child's Progress/ Grades ✓ Course Placement ✓ Student and Family Concerns ✓ Please contact your Special Education Teacher for concerns related to the IEP and related services. Principal Tim Jalkanen Ext: 7800	MS/HS Academics Course Content Teachers ✓ Course Content ✓ Assessments ✓ ClassConnects ✓ Grades ✓ Please contact your Special Education Teacher for concerns related to the IEP and related services. Principal Christina Brasil Ext: 7010
Family Academic Support Team FAST Advisors (Grades K-12) ✓ Progress/Grades ✓ Attendance ✓ Program Navigation ✓ Program Orientation ✓ Re-Registration and State Testing ✓ Student and Family Concerns ✓ Withdrawals	Family Support Julia Zoutendyk Ext: 7008 ✓ McKinney-Vento/Homeless ✓ Advisor Team ✓ Family Engagement ✓ Facebook Page and Newsletters ✓ Learning Coach Committee/Learning Coach Teacher Organization ✓ Navigation/Getting Started ✓ Outings	MS/HS Counselors Jesse Harrison Katelyn Ruedger ✓ Course Assignments ✓ Social/Emotional Concerns ✓ Credits/ Transcripts ✓ Graduation Planning ✓ Post-Secondary/Dual Enrollment ✓ EDP's (Educational Development Plans) and Career Planning ✓ Transcripts
Attendance/Tuancy Report Attendance to: hvamattendance@highpointva.org Compliance Liaison/Tuancy Officer Muaz Redzic: Ext: 7017	Special Program Support Nancy Tuckey Ext: 7004 ✓ Special Education ✓ 504 Plans ✓ Child Find ✓ Title IX/Discrimination Tim Jalkanen Ext: 7800 ✓ Title 1 Programs ✓ English Language Learner Support Mary Moorman Ext: 7002 ✓ Head of School ✓ Foster Care Liaison ✓ All concerns unresolved by Teachers/FAST or Principals	Operations Manager Ext: 7003 ✓ Computer Approvals ✓ Change in Address/Phone/ Learning Coach ✓ Records ✓ Immunizations ✓ Transfers and Withdraws ✓ Unresolved Technical Support Issues

Where To Go With Questions Or Concerns

Highpoint Virtual Academy of Michigan staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to seek solutions. Highpoint Virtual Academy of Michigan 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 Highpoint Virtual Academy of Michigan teacher cannot resolve the issue (e.g., materials and computer issues) he or she directs the parent/guardian to the appropriate contact for assistance. The Highpoint Virtual Academy of Michigan teacher will monitor the concern to ensure resolution.

Step 2: If the issue or concern is about the Highpoint Virtual Academy of Michigan teacher, parents are advised to contact the grade level principal/administrator as applicable.

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.

Emergency Closings and Communication Procedure:

In the event of an emergency or if a scheduled outing or activity such as state testing must be cancelled, Highpoint will notify families via email, our family Facebook page, and an "Autodialer" call via Blackboard Connect.

Highpoint Virtual Academy of Michigan Academic Calendar

Highpoint will make educational services available to pupils for a minimum of at least 1,098 hours during a school year, and will ensure that each pupil participates in the educational program for at least 1,098 hours during a school year. The school calendar provides 180 instructional days for students.

HVAM will afford students 24/7 access to the online school's curriculum and lessons throughout the school year. Students will be expected to log into the online school every official school day for approximately 7 hours although this may vary from day to day depending on lesson length and individual student needs.

Attendance will be recorded based on log in's, communications with teachers, completion of course work, and participation in class activities. In the event that a student has login and communications that do not substantiate sufficient lesson completion, the school will work with the learning coach, teachers, counselor, and academic administrator in place.

Academic Calendar:

- **September 1, 2020**
First Day of School
- **September 4-7**
No School: Labor Day Weekend
- **October 7, 2020**
Fall Count Day
- **October 16, 2020**
No School: Teacher In-Service
- **November 3, 2020**
Student Half Day
- **November 6, 2020**
Quarter 1 Ends
- **November 25–27, 2020**
No School: Thanksgiving Holiday
- **Wednesday, December 23, 2020 – Friday, January 1, 2021**
No School: Winter Break
Students return January 4, 2021
- **January 15, 2021**
Quarter 2 Ends/End of First Semester
- **January 18, 2021**
No School: Martin Luther King, Jr. Holiday
- **January 19, 2021**
Student Half Day
- **February 10, 2021**
Spring Count Day
- **February 15, 2021**
No School: President's Day
- **March 26, 2021**
Quarter 3 Ends
Student Half Day
- **March 29– April 2, 2021**
No School: Spring Break
- **May 14, 2021**
No School: Teacher In-Service
- **May 31, 2021**
No School: Memorial Day
- **June 10, 2021**
Last Day of School

Highpoint Virtual Academy of Michigan

2020 - 2021 School Calendar

August '20						
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June '21						
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July '21						
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School Closed/ Holidays



Teacher In-Service Day (no school for students)



Half Day



First and Last Day of School



Quarter/Semester Ends



Count Day

Non-Discrimination Equal Educational Opportunity Policy

Title IX Coordinator:

Nancy Tuckey

855-337-8243 X 7004

ntuckey@highpointva.org

Highpoint Virtual Academy of Michigan (HVAM) is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment and sexual violence, as regulated by Title VII and Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. HVAM reserves the authority to independently deal with sex discrimination and sexual harassment whenever becoming aware of their existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure set forth below.

Information and Assistance

Definition of Sex Discrimination and Sexual Harassment (for Students):

- Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.
- Sexual harassment is conduct that: 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program or activity. Sexual harassment can be verbal, nonverbal or physical.

Definition of Sex Discrimination and Sexual Harassment (for Employees):

- Sex discrimination occurs when a person who is qualified for a position at issue is subjected to an adverse employment action because of his or her sex.
- Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: 1) submission to such conduct is made a term or condition of employment; 2) submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or 3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

Any individual, who believes he/she may have experienced any form of sex discrimination or sexual harassment, or who believes that he/she has observed such actions taking place, may receive information and assistance regarding the School's policies and reporting procedures from the coordinator identified above.

Grievance Procedure

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

The grievance procedures will be as follows:

1. It is the express policy of HVAM to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Timely reporting of complaints facilitates the investigation and resolution of such complaints. A form for such purpose can be found on our website and will also be provided to grievant. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student's behalf.
2. At the time the complaint is filed, the grievant shall be given a copy of these grievance procedures. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and answer any questions anyone has. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with HVAM's policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.
4. The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried out discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation.
5. If after an investigation, the Title IX Coordinator or designee determines that there is reasonable cause to believe that sex discrimination or sexual harassment has occurred, HVAM shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for confidential counseling or training where appropriate. In addition, the Title IX Coordinator or designee shall seek an informal agreement between the parties which is consistent with HVAM's Title IX principles and goals.
6. If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the Title IX Coordinator or designee shall make a report to the School Board within thirty (30) working days from receipt of the complaint.
7. The School Board shall review the case and make its recommendations to the Title IX Coordinator within fifteen (15) working days after receiving the grievance.
8. The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition.
9. Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and HVAM will take actions necessary to prevent such retaliation.

Dissemination of Information

HVAM shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Glossary of Terms

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.

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

Harassment is conduct that meets all of the following criteria:

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

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

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

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

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

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

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

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

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

Rights and Responsibilities for Students and Parents

Responsibilities and Rights of Students:

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

- Be on time and attend school daily including all required ClassConnect sessions and Asynchronous work both offline and in the online school;
- 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;
- Obtain a public school education up to 21 years of age;
- Not be excluded from public schools or from school privileges because the students is married, pregnant, has a disability, is eligible for special education services and programs or because of race, gender, color religion, sexual orientation (known or perceived), or national origin;
- Not be subject of corporal punishment;
- Be afforded discipline procedures as outlined in this document;
- Request and receive interpretation and translation assistance for school-related matters if English is not their primary language.

Responsibilities and Rights of Parents/Guardians:

- Ensure that their children between the ages of 5 and 21 enrolled in Highpoint Virtual Academy of Michigan attend school daily in accordance with the laws of the State of Michigan;
- Follow the daily plan and log attendance daily in the Online School;
- Enroll their child in another school if he/she withdrawals from Highpoint Virtual Academy of Michigan;
- 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 rules set forth in this code and review the contents with their child(ren);
- Ensure that their child complies with all required testing and assessments, including but not limited to required state tests (MEAP, MME, MI- Access) and NWEA and Dibels, scheduled by Highpoint Virtual Academy of Michigan;
- Ensure that the child has access to internet at all times. If the internet is out for more than 24 hours, travel to an alternative location such as a library will be required;
- Maintain a working email address and update with the school when it changes;
- Contact the teacher within 24 hours of a student absence;
- Ensure that their child receives the periodic health examinations and updates immunizations as required by law;

- Receive regular official reports of their child's academic progress;
- Inspect, copy, and challenge according to the appropriate guidelines any and all information contained in their child's records;
- Receive an explanation for the basis of any grade given by the teacher;
- Request a conference with the teacher and/or the principal;
- Receive translations and/or interpretations of any written or verbal communications regarding their child and their child's education;
- Appeal disciplinary actions;
- Receive reasonable accommodations for any disability to have access to participate in their child's education, to the extent all parents are permitted to participate, upon request for such accommodation and proof of medical necessity.

Parent Involvement Policy

HVAM will be governed by the definition of parental involvement as participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

HVAM will take the following actions to involve parents in the process of school review and improvement:

- Conduct formal surveys regarding parent/student satisfaction with the school's operations and academic and instructional programs
- Parents Mentoring Parents
- Ongoing meetings for parent feedback on programs and practices
- Conduct ongoing communication at each academic level using print and digital communication formats: face-to-face and virtual meetings, newsletters, K12 Parent Network, Annual Report, progress reports, email, and other means available
- Request parental input from HVAM families

HVAM will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of HVAM. The evaluation will seek to identify barriers to parental involvement. Particular attention will be given to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. HVAM will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise (if necessary and with the involvement of parents) its parental involvement policies.

- Provide support and information to help students/families succeed
- Conduct formal online surveys regarding parent/student satisfaction with the school's operations and academic and instructional programs and the parent involvement policies and programs
- Provide parent involvement information using school communication tools and at various school activities when appropriate
- Conduct virtual parent forums to review program improvements

Highpoint Virtual Academy of Michigan Attendance Policy and Instructional Time

The law in Michigan governing compulsory attendance requires a parent, legal guardian, or other person having control or charge of a child age six to sixteen to send the child to school during the entire school year (totaling 1,098 total hours), except under the limited circumstances specified in subsection (3) of [MCL 380.1561](#).

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

Attendance Responsibilities

Attendance is logged **daily** in the Online School by parent/guardian/ learning coach. Instructional time can occur at anytime during the day and on any day of the week although an average of 7 hours daily is required to meet the required 1,098 required by Michigan legislation. Instructional time must directly relate to lesson objectives which are aligned to the Michigan Grade Level Content Expectations (GLCE).

The following criteria are counted toward instructional time:

- Pupil attended a live lesson from the teacher
- Pupil logged into a lesson or lesson activity and the login can be documented
- Pupil and teacher engaged in a subject-oriented telephone conversation
- There is documentation of an email dialogue between the pupil and teacher
- There is documentation of activity/work between the learning coach and pupil
- Schedules may be blocked or flexible; however, attendance in each course needs to be logged each week.
- Approximately 7 hours daily must be logged to meet the state's hourly requirements.
- 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 (Guardian) Orientation and the new students will attend "Introduction to Online Learning" course via the online school.
- The family must maintain regular communication with the Highpoint Virtual Academy of Michigan teachers.
- Students and parents/guardians/learning coaches must check their email, and phone messages daily. Return response should be within 24 hours or on the next business day.
- Students must attend all "Required" Blackboard Collaborate Live sessions for direct instruction as directed by their teachers.

Process for Attendance Monitoring

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

School days in which students are working 100% offline must be communicated to his/her homeroom teacher or advisor to ensure proper attendance verification.

Truancy: a student will be considered truant after ten (10) days (70 Hours) of unexcused absences or lack of engagement.

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

- Calling the family and sending an email to families within 1-3 days of no attendance;
- Following up with warning emails and phone calls to families between 3-5 Days;
- Following up with phone calls and another warning letter to families at 7-8 days of no attendance;
- Mailing letters to families between 9-10 days of no attendance requiring learning coach communication with the student's homeroom teacher;
- Mailing letters to families at 15 missing days of attendance, requesting school attendance meeting or conference call with parents and signing of Action Plan/Attendance Agreement;
- Informing the truancy officer for the ISD the student lives in (the truancy officer may or may not follow up with the family);
- Informing the family via certified mail that the student is considered withdrawn at 20-40 days of no attendance or accrued hours.

Please Note: Due to the state's requirement to obtain specific "hours" of attendance, Highpoint will be following up with families who fall behind in accrued academic hours based on the timelines above. In addition, Highpoint Administrators reserve the right to remove logged attendance hours that cannot be supported by demonstrating course work, Class Connect attendance, or other criteria as indicated above. To avoid this, Learning Coaches should ensure communication regarding absences and days spent on all "offline" materials with no online work. When a family does not respond, given all of the above-mentioned steps, it implies withdrawal.

Excused Absences: The school recognizes student illness, death in the family, prior permission to leave school by parents/guardian(s) and administrator, approved family vacations, approved college visitations, required court appearance, religious observations, family emergencies, counseling or administrative appointments to be excused.

Excuse Notes for Absence: In order for an absence to be registered as excused, a parent or guardian must submit a written explanation to the teacher. Excuse notes or emails must state the student's name, the date of the absence, and the reason for the absence. The parent or guardian has three calendar days from the date of absence to submit the excuse through email. Alternately, the learning coach may email the above information to hvamattendance@highpointva.org

- **Doctor/Medical Excuses:** Students must present doctor's notes when they are absent from school for three or more days consecutively due to illness. Parent should send doctor's notes to the assigned teacher through email.
- **Bereavement:** It is understandable that some students may require more time than others to heal from the loss of a family member or friend. If families feel as though more than 3 days are necessary for leave, they must contact their homeroom teacher to address the additional time needed and create a plan for makeup work.
- **Technology:** Learning Coaches must submit a Tech Ticket number for technology issues related to K12/Highpoint Systems and Technology concerns. 1-866-K12-CARE. Other technology concerns may be excused pending Administrative approval. *Failure to secure internet access is not an excused absence.

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

Makeup Work: Remember that regardless of the absence reason, students are expected to make up work in the OLS/LMS.

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 the student is absent from school when there is an attempt to evade the Michigan Compulsory Attendance Law. A “habitual truant” is defined as a student who is truant three times during any semester. A truant absence is considered an unexcused absence.

Excessive Absences: Excessive absences adversely affect a student’s academic performance and relationship with the school. Students who amass excessive absences or have long periods of a lack of engagement will fall under the truancy policy and may be withdrawn from HVAM. Anytime a student has missed three (3) consecutive days due to an illness they will be required to submit a doctor’s note.

Pregnancy: Pregnant students are expected to attend classes daily as assigned unless they have a doctor’s note to indicate other needs. A team meeting will be planned prior to the student’s due date to prepare a return plan to transition the student back to classes within an acceptable amount of time with attention being paid to the unique needs of student mothers.

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

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

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

Student Support Services

The mission of the Highpoint Virtual Academy Family Academic Support Team is to graduate young men and women of character by providing encouragement, engagement, and accountability to foster family success in a supportive community. Through a holistic process, students and learning coaches will get layers of support as needed.

Single Point of Contact

Each family is assigned an Advisor who is the single point-of-contact for on-boarding, navigation support, school policy questions, and general support.

Tier 1- Support provided by teachers and advisor

At this level, all students will receive basic navigation and onboarding support. General questions are answered at this level, and the teachers and advisors are monitoring progress, grades, and attendance. Advisors are making regular calls to the students/learning coaches to ensure the students are completing daily work and that the attendance is being logged.

Tier 2- Support Provided by Advisor

The student and learning coach are struggling to keep up with class requirements and attendance. This level is seamless and happens during enduring connection calls made to learning coaches.

This is an intervention tool designed to ensure that students and learning coaches have mastered the following basic skills:

- Navigation of online school platform
- Accessing lessons/completing lessons
- Turning in assignments
- Creating a schedule
- Creating goals
- Attendance

Tier 3- Support Provided by Advisor, Administrator, and Teacher

This plan is meant to ensure all methods for helping to re-engage the student in school have been tried. The administrator may determine whether or not Highpoint Virtual Academy of Michigan is in the student's best academic interest. The teacher may brainstorm further ways in which to re-engage the student.

Academic Probation: This plan is meant to re-engage the student with specific engagement goals. The advisor, teacher(s), and administration work with the learning coach and student to create this plan.

Process:

- Student is placed on a 3-week re-engagement program that consists of:
 - Individual meeting to develop the plan
 - Weekly check in with the advisor to discuss plan progress
- If the student successfully complies with the probation plan for three weeks, then the student will graduate off the plan.
- If the student does not comply with the plan, the student will be referred to Tier 4.

Tier 4: Meeting with advisor, administrator, learning coach, and possibly teachers

This meeting will involve the student, learning coach, advisor, administrator, and possibly teachers. During this meeting, student progress and attendance, contact attempts, and support actions will be discussed. The goal of this meeting is to discuss what is in the student's best academic interest.

Enrollment Probation Individualized Contract

This contract is created by the Student Attendance Specialist during a meeting with the learning coach and student. It is meant to help the truant student to become re-engaged in their classwork and attending live class sessions. Student and learning coach must follow the plan or face possible withdrawal.

State of Michigan Required Testing

Highpoint Virtual Academy of Michigan, a Michigan public school, must follow the rules set by the Michigan Department of Education (MDE) in observance of state law. According to MDE, all students in grades K, 3-11 are **required** to participate in state testing. Being a part of Highpoint Virtual Academy of Michigan means that some travel will be required for testing. Travel includes going to and from testing locations. The Spring of 2021 Schedule is below. Dates are subject to change.

Standardized Testing Attendance

Testing will be conducted at a variety of sites around the state. Efforts will be made to locate a testing site within an hour of your home. In certain cases it may be necessary to travel longer than an hour. These tests are given over a multi-day period depending on a student's grade level. Attendance is mandatory for Highpoint Virtual Academy students. Students unable to attend state testing due to medical concerns must provide a doctor's note.

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

Michigan Department of Education assessment schedule:

Spring 2021 Testing Schedule for Summative Assessments																	
Assessment	Week of																
	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	5/24-5/28
M-STEP Grades 5, 8, and 11											4 weeks						
M-STEP Grades 3 ¹ , 4, 6, and 7														4 weeks			
MI-Access Alternate Assessments											7 weeks						
College Entrance: SAT w/Essay*											4/13 only		Makeup 4/27				
Accommodated Testing Window											4/13 – 4/27						
Work Skills: ACT WorkKeys											4/14 only		Makeup 4/28				
Accommodated Testing Window											4/14 – 4/27		Makeup 4/28-5/4				
PSAT 8/9 (grade 8)*											4/13 only	Makeup 4/14-16	Makeup 4/27-28				
Accommodated Testing Window											4/13 – 4/27						
PSAT 8/9 (grade 9) and PSAT 10**											4/13, 14, or 15	Makeup 4/14-16	Makeup 4/27-28				
Accommodated Testing Window											4/13 – 4/27						
WIDA ACCESS for ELLs 2.0 and WIDA Alternate ACCESS for ELLs	7 weeks																
<p>* Schools must administer the PSAT 8/9 for 8th grade and SAT with Essay on April 13, 2021 (unless students are approved with accommodations that designate them to test in the accommodated testing window).</p> <p>** Schools must administer the PSAT 8/9 for 9th grade and PSAT 10 on April 13, 14, or 15, 2021 (unless students are approved with accommodations that designate them to test in the accommodated testing window).</p> <ul style="list-style-type: none">Schools can choose which date works best for them as the initial test day.The same grade must test on the same day at the same time.Schools can administer multiple grades in one day. <p>¹ The Spring 2021 calendar could be adjusted pending the finalization of Read by Grade 3 legislation policies.</p> <p>NOTE: Paper/Pencil test dates for the M-STEP ELA, mathematics, science, and social studies assessments will occur on designated dates within the testing windows.</p>																	

Standardized Testing Score Reporting

Student Test Scores are sent directly to Highpoint Virtual Academy office. Scores will be distributed upon receipt to the parent/legal guardian on record via US Mail.

Attendance FAQs

Q: When can I log attendance?

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

Q: How can I report an absence?

A: You can email the office: hvamattendance@highpointva.org or email your student's advisor.

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

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

Q: Why should I log attendance?

A: In addition to meeting the legal attendance requirements for Highpoint Virtual Academy of Michigan and the Michigan School Code, logging attendance provides you and your child with a log of the work accomplished.

Q: What are supplemental hours?

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

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

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

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

A: Hours are prorated based on a student's start date. Students who start after the first day of school should follow the daily or weekly attendance guidelines outlined in the Instructional Time section of this handbook. Your teacher will also provide you with a prorated schedule. Students need an average of 7 hours daily in order to meet the state requirement of 1098 hours/180 days.

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

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

Academic Programs

Physical Education and Technology Grades K-8

Michigan's Department of Education expects students in grades K-8 to receive at least 2.5 hours per week of physical exercise. It is up to the Learning Coach and student to be sure that the student gets **at least 30 minutes of activity each school day**. No online curriculum will be available however refer to the resources below as well as newsletters from the K-8 PE/Health teacher.

Health:

Michigan's Department of Education requires students to receive 50 hours of health education at each grade. These hours will be provided through a combination of the learning coach and K-8 PE/Health teacher.

Approximately 1.5 hours weekly will meet this requirement.

At the beginning of the school year, the PE/Health teacher will send a list of objectives/strands that she will be working on this year with students. The remaining strands will be the responsibility of the learning coach.

We do understand that the Human Growth and Development topic is sensitive. If this topic will be covered in a classconnect session, parents/guardians will receive an opt in letter with an explanation of material covered. It will be the choice of the parents/guardians to choose for their child to participate in that particular classconnect session. Only those families opting in will be invited to this sensitive topic.

[Link to K8 MDE Health Content Expectations](#)

Technology:

ClassConnects that are attended for a specific subject (ELA, Math, etc) should have time logged under that specific course's attendance spot. "Extra" ClassConnects such as assemblies, homerooms, orientation, etc. can be logged under "Technology". Any time you are working with your student on items like uploading photos, creating a Power Point, "how to use the computer", etc. can be logged under Technology as well. **There is no hourly requirement for Technology Hours**; however, your student should have some time logged throughout the year.

Resources:

<http://kidshealth.org/en/kids/>

http://www.learninggamesforkids.com/health_games.html

[Let's Move](#)

If you have any questions please contact your child's PE/Health teacher.

The Elementary Program (Grades K-5)

K-5 Principal

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Highpoint Virtual Academy elementary teachers will maintain contact with students via telephone conferences, Class Connect online lessons, face-to-face conferences, HVAM gatherings, and during standardized testing participation. Through these contacts the teacher will develop clear instructional learning goals for each student and monitor progress towards these goals throughout the school year.

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

Curriculum

Students will be placed into general education grade level curriculum based on benchmark assessments.

- Students falling in the 0-69th percentile will be assigned the core curriculum as well as 4 weekly class connect sessions in ELA and Math. The core curriculum targets the priority state standards and allows time for students to attend weekly class connect sessions for focused content instruction.
 - The core curriculum will have missing lesson numbers (ex: lesson 1.1, lesson 1.2, lesson 1.4, lesson 1.6) this is not an error but rather the function of the Online School.
- Students falling in the 70th-100th percentile will be assigned the core curriculum along with additional lessons to allow for deeper investigation into the priority state standards. 2 weekly class connect sessions in ELA and Math will be assigned.

Individualized Reading Improvement Plans (Grades K-3):

Michigan state law, HB 4822, requires that any child that is reading significantly below grade level be put on an Individual Reading Improvement Plan (IRIP). IRIPs are an opportunity for the Highpoint Virtual Academy of Michigan staff and parents/guardians to work together following an individualized reading plan developed to meet the specific needs of your child. This plan is developed based on the results of assessments along with your input and the input from your child’s teacher with the goal of being at grade level, in reading, by the end of third grade. An individual classconnect meeting will be held to review the IRIP. Attendance by a parent or guardian at this meeting is required.

The new reading law requires a third grade student to be retained if an appropriate level of reading competency is not met by the end of third grade according to the Michigan Student Test of Educational Progress (MSTEP) by school year 2019-2020. Certain exemptions specifically outlined in the Third Grade Reading Law may apply.

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, teacher and principal. The decision focuses on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of Highpoint Virtual Academy of Michigan and the K12 curriculum. Highpoint understands children do not learn at the same rate or in the same manner. The program offers families flexibility in scheduling and instructional strategies. Our program 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.

Academic achievement through content and standard mastery is the cornerstone of HVAM and the K12 curriculum. The K12 curriculum is rigorous, broad and offers optional extension activities in the lessons. Students who need additional challenges are encouraged to complete all extension activities. Students who achieve a score in the 90th percentile or above, during NWEA testing in the Fall will be placed in enrichment Class Connect sessions to help supplement the grade level content. Supplemental material will be suggested by the teacher for students to complete at home with the Learning Coach. Advanced students are encouraged to complete 2-3% weekly progress supplementing as necessary.

K-5 Promotion and Retention:

Throughout the school year, Michigan grade level standards will be measured for all 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, work submissions, and K12 Online School. The learning goals will be monitored for the entire school year. At the end of the 2nd and 4th quarter, a formal “report card” will be sent via mail. Percentage is calculated from the following: (Expected Online School Progress 75% of Grade, Teacher Created Assignments/School Assessments 25% of Grade)

Less than 60% Expected Progress: NY (Not Yet Meeting Progress Goal)

60 – 79% Expected Progress: AP (Approaching Progress Goal)

80 – 100% Expected Progress: M (Meet Progress Goal)

Starting in Grade 4 and 5 grades will be assigned to students to begin to prepare them for the rigor of Middle School.

Grading Scale: (Expected Online School progress 75% of grade, Teacher-created assignments/School assessments 25% of grade)

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%

Grade Appeals:

Questions regarding all grades should be directed to the Homeroom Teacher initially to resolve questions. If unresolved, questions should be directed to the Principal for further investigation and final grade awarded. The Principal will adjust and reissue the report card or progress report if adjustments are made. Grade appeals must occur within six weeks of semester end.

After the Third Quarter, teachers will notify learning coaches whose students are at risk for grade level retention. A meeting will be arranged with the student, learning coach/parent, teacher, and administrator to make a team decision regarding retention based on current student information.

It is imperative that all students attend each scheduled “required” live ClassConnect session, individual teacher conferences, and participate in all assessments – either face-to-face and/or Blackboard Collaborate. 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. Our goal is not to make all children alike, but to foster individual strengths and help each child develop to his or her fullest potential. Please note, if your child is receiving special education services, the learning goals that have been created and recorded on the student's IEP for him/her will supersede this list of grade level standards; however, assessment on grade level standards may still occur.

Online School (OLS) Progress:

The K12 curriculum is outstanding and helps students master state standards. Therefore, it is always recommended that students master all core lessons in 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.

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

Teacher Assigned Projects and Assignments:

Teachers will assign projects and assignments directly into the curriculum within the Online School. The addition of these assignments may cause the curriculum lesson numbers to appear incorrect. This is a part of the system and is not an error. These projects are meant to engage students and bring in key state standards not addressed through the Online School curriculum. These projects and assignments are to be submitted directly to the teacher and will be graded. The grades will be reflected in the student's report cards.

The Middle and High School Program (Grades 6-12)

6-12 Principal

Christina Brasil

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In grades 6-12 the focus begins to shift towards more independent learning for students.

- Students are expected to take on more accountability and responsibility for their learning.
- Student and teacher interaction increase with teachers continuing to provide instruction directly.
- Students are expected to develop more independent study skills and to submit more assignments to be evaluated or graded to their teachers.

K12 Inc. utilizes their Learning Management System (LMS) to provide the online school campus and courses. The school campus site features school announcements, messages from the administration, access to important documents, club and organization information, guidance counseling resources, and courses- all combined into one interactive and easy to use interface. The student calendar, which shows assignments and due dates for all courses in one easy to use tool, helps students to stay on focus in every course. Courses provide dedicated tools, like a teacher syllabus and announcements, a Raise Your Hand area to ask course-related questions for their teachers, easy to use online assessments, and an electronic drop-box for assignment submission. These all work together to provide a rich course experience for students.

Courses are delivered by semester. Year-long courses are comprised of two semesters. Courses consist of multiple units, lessons, and activities. Teachers may deliver lectures live or online, but most of the time students work through expertly designed lessons online which allows students to follow their own personal daily schedules. They serve to instruct, to provide practice and exploration and to assess student learning daily, based on a minimum pace and a schedule that fits each student. Teachers post announcements and indicate the lessons, activities and assessments to be completed each week on the course calendar. All work assigned for a single week must be received on the dates indicated, but may be accepted up until midnight of the Sunday of that week without penalty.

Highpoint Virtual Academy's Middle and High School program is a blend of synchronous and asynchronous work – students work according to their own individual daily schedules. Teachers provide asynchronous and synchronous – live support. Course activities may include:

- Reading online text and transcripts;
- Viewing moving and static images and streaming video;
- Listening to audio recordings and pronunciations;
- Linear and interactive animations and simulations;
- Hands-on and virtual activities;
- Threaded discussions with teachers and fellow students in a section, cohort or group;
- Teacher announcements;
- Online self-check exercises; or
- Teacher-created instructional materials

Student learning will continue to benefit from close relationships among parents, students, advisors, teachers and other support personnel. For students to achieve mastery of high school level courses, the instructional component will rely heavily upon skilled subject-specific teachers who will serve as coaches and guides through a clearly defined, high-quality curriculum. Learning coaches will still be crucial as mentors and coaches; however, students' academic

success in virtual high school will depend upon the student's level of engagement with the curriculum and interactions with their teachers.

Students are Required to:

- Attend daily sessions virtually and synchronously;
- Log in daily;
- Communicate with teachers and other staff (school email, IM, phone, etc.);
- Follow course calendar and announcements;
- Complete assignments on (or before) due dates before the end of each day;
- Spend 60-75 minutes in each course each day;
- Submit assignments on or before the due date directly to their teacher via the "drop- box" in each course;
- Read teacher feedback and use it to improve their work on future assignments; and
- Communicate directly with the teacher when they have any questions or problems related to the curriculum, or if they need a due date extension.

Learning Coaches at the Middle/High School Level are responsible for:

- Confirming and entering attendance daily;
- Ensuring internet connectivity;
- Reporting/resolution of any technical issues or missing materials as quickly as possible;
- Ensuring that students are completing required assignments daily and submitting assignments on time;
- Assisting student with assignments, to the extent that they are comfortable doing so;
- Ensuring that students take advantage of all of the resources available to them to succeed in school; and
- Communicating with Highpoint teachers when a concern or need presents itself.

Licensed Teachers:

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 and phone, and hold weekly live content sessions during which students and parents can attend for more clarity on difficult topics. Teachers provide one-on-one and small-group instruction to students who are experiencing difficulty with certain topics. Teachers communicate directly with students and Learning Coaches 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.

Middle/High School Grading Policies:

Graded activities will be assigned points. A student's final grade will reflect the actual points earned, compared to the total points possible. Teachers will use these points to assign letter grades, according to their grading policies. Students and learning coaches 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.

Graded activities may include:

- Online or paper-based worksheets and practice sets;
- Quizzes;
- Exams (e.g. Unit, Semester, Final);
- Threaded-discussions;

- Essays, research papers, and other writing assignments;
- Presentations

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

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

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

Late Work Policy:

- Graded assignments must be completed and submitted no later than midnight on the due date. Teachers will post late work policies in their courses. They may choose to assign a penalty for late work of up to 20%.
- 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; however, teachers may choose to give an alternative assignment or award partial points.
- For computer-scored **quizzes** that are late, **the student** will need to contact the teacher before they will be allowed to take the quiz.
- For computer-scored **tests** that are late, **the learning coach** will need to contact the teacher before they will be allowed to retake the test.

Teachers are willing to discuss the late submission of work past the above-listed deadlines. Please contact teachers directly as soon as possible to find out if this is an option. Teachers will grant due date extensions on assignments under some circumstances. You should never assume that teachers will automatically grant these requests; however, due date extensions must be requested before the due date of the assignment and on a school day. Requests received on or past the due date, or on a non-school day will most likely not be granted.

Source Citation:

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

Academic Dishonesty Policy/Plagiarism:

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

Non-citation infraction:

- 1st incident = grade of zero on assignment
- 2nd incident = grade of zero on assignment and administrative review.

Citation infraction

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

Note: Turnitin.com may be used per teacher request to ensure plagiarism does not occur within assignments.

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%

Progress Updates/Report Cards:

Students in grades 6-12 will receive progress updates via email at the end of Quarters 1 and 3. Report cards will be mailed at the end of Quarters 2 and 4 (Semesters 1 and 2).

High School semester grades (Grades 9-12) will be reported on the student's official transcript.

Grade Appeals:

Questions regarding all grades should be directed to the Teacher of Record for the course initially to resolve questions. If unresolved, questions should be directed to the Principal for further investigation and final grade awarded. The final grade, if changed, will be adjusted on the student transcript by the School Counselor. The Principal will adjust and reissue the report card/transcript if adjustments are made. Grade appeals must be done within 6 weeks of the end of term.

High School-Specific Guidelines

Determining Class Rank and Honor Roll:

For students in grades 9-12, class rank is determined by rank ordering the cumulative grade point average of all students within a grade level. Students earning a semester grade point average of 3.25 or higher will be eligible for the Honor Roll.

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

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

Credits and Grade Level Indication:

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

- 0-4.99 Credits – 9th Grade
- 5-9.99 Credits – 10th Grade
- 10-14.99 Credits – 11th Grade
- 15- 22 Credits – 12th Grade

Conversion of Credits:

HVAM understands that different schools use different units of measurement for calculating their credits. If a student comes to HVAM 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.

Weighted Grade Policy

“Weighting” a grade adds to the grade point value earned in certain courses. Grades earned in weighted classes will earn an extra grade point. Therefore, an “A” in a weighted class will yield 5 grade points, a “B” will yield 4 grade points, and a “C” will yield 3 grade, points, etc.

Advanced Placement (AP) courses and dual credit courses which are transferable to 4-year colleges or universities and are either taught at the high school or university and are part of a sequence which is not available/attainable within the home high school, will be weighted.

For students transferring into the District, grades from AP, International Baccalaureate (IB) and dual credit classes will be weighted per the Highpoint GPA scale regardless of previous district GPA points.

Home School Credits:

Students coming to HVAM 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. Both the parent and guardian must sign a form understanding the pace and intent of the Credit Recovery Course. A student will receive the letter grade earned for the class but the transcript will reflect that the grade was earned through a credit recovery class.

Graduation Requirements:

High School Graduation Requirements

Highpoint Virtual Academy is accredited by the State of Michigan and is seeking accreditation by AdvancED. As a member of these associations the school must meet the requirements of graduation set up by these organizations, the Michigan State Board of Education, the Michigan State Department of Education, the laws of the state of Michigan and the Highpoint Virtual Academy of Michigan Board of Trustees.

Course Requirements

Highpoint Virtual Academy will follow the MMC requirements, outlined in the Student Handbook, and as such may be amended from time to time. In order to be eligible for graduation from Highpoint Virtual Academy, a student must have earned a minimum of 25% of his/her high school credits required for graduation from or complete a minimum of one (1) full school year (at any time during the student's education or a combination of time to equal one (1) full school year) as full-time students of Highpoint Virtual Academy. Students may also meet this requirement by attending another AdvancEd Accredited Institution for a minimum of one year.

Exceptions may be approved by the Head of School. Under the federal McKinney-Vento Homeless Assistance Act, schools are to remove barriers to enrollment for homeless students. Therefore, homeless students are exempted from the minimum 25% of high school credits earned and a minimum of one full school year at HVAM portions of this policy.

In accordance with Michigan Revised School Code 380.1278a and b and Highpoint Virtual Academy academic standards, all students must complete all course requirements.

Course Requirements

- 4 Credits – Math
- 4 Credits – English
- 3 Credits – Social Studies/History to include 0.5 Credits Civics/0.5 Credits Economics
- 3 Credits – Science
- 2 Credits – World Language
- 1 Credit Fine Art
- 4.0 Credits – Electives
- 0.5 Credits – Physical Education
- 0.5 Credits - Health
- *22 Credits Total

National Honor Society:

The Highpoint National Honor Society will offer membership to eligible students between grades 9-11 after the end of the first semester. To be eligible for membership students must meet the following requirements:

- Candidates eligible for selection must be in the second semester of ninth grade or members of the tenth or eleventh grade class.

- To be eligible for selection, the candidate must have been enrolled for a period equivalent to one semester at Highpoint Virtual Academy of Michigan.
- Candidates eligible for selection shall have a minimum cumulative grade point average of 3.33 on a 4.0 scale.
- Upon meeting the grade level, enrollment, and GPA standards, candidates shall then be considered based on their service, leadership, character, and citizenship.

Graduation Honors:

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

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

Graduation Requirements for Seniors:

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

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

Valedictorian/Salutatorian:

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

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

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

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

Note: If there is a tie in GPA for Valedictorian, the student with the highest SAT score will be awarded the Valedictorian ranking.

Report Cards and Transcripts:

Report cards are mailed out to students at the end of semesters.

Transcripts are updated at the end of each semester to reflect credits earned. 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 or administrator. The counselor will send the transcript to the student or learning coach requesting the transcript. Official transcripts are typically requested by a students' new school.

To request an official transcript be sent to a College or University, please email: hvamtranscripts@highpointva.org. Please include the student's name, transcript requirements, address and deadlines as appropriate.

Schedule Change Deadline:

Changes to a student's schedule will only be considered during the first two weeks of the semester or within two weeks of a student's start date. 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.

Retaking Courses:

Students failing a course may retake the same course and replace the letter grade and GPA points. Consideration should be made with the counselor to determine overall course numbers and graduation plans/timelines.

Honors Courses:

Students looking to take more rigorous classes at HVAM are encouraged to take honors classes. Honors Courses require counselor and/or teacher approval. Once enrolled in an honors class, a student must complete the required work with at least an 80%. If a student does not achieve at least 80% on their semester report card, they will not be placed into an honors class for the next semester.

Advanced Placement Courses:

HVAM may offer AP courses for 11th and 12th graders. Students will take the AP exam at a high school near them. It is the responsibility of the student to find a school near them where they can take the AP exam, register with that school, and pay for the exam themselves.

Middle School Students and High School Credit:

Middle school students may be approved to take high school courses for credit. Only core courses will be considered for credit (no electives). A review of current grades and pre-requisites will be conducted and an assessment may be given to determine appropriateness of placement.

Foreign Languages:

It is strongly recommended that students show strong English Language Arts success at the 8th grade level to be approved for foreign language placement in the 9th grade. (A/B grade marks or administrative approval.) Foreign Language classes should be considered Independent Study although a licensed teacher will be available for instruction and support.

Testing Out:

Any high school student who wishes to test-out of a core graduation required course may do so by taking the School Final Exam. The student must receive a grade of at least C+ (77%) or by demonstrating mastery of the subject matter as determined by the assessment used in lieu of a final examination. Credit will be awarded as Pass/Fail and will not impact overall GPA. Students who opt to Test Out shall receive a syllabus for the course they are testing out and State Content Expectation Standards, if available. This is done in accordance to the Michigan Merit Curriculum law 380.1278(a)(4)(c) and 380.1279(b) of the Revised School code.

Personal Curriculum:

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

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

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

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

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

Certificate of Completion:

A Certificate of Completion recognizes the accomplishments of students who have completed a district- prescribed course of study outside of the Michigan Merit Curriculum. This certificate recognizes the achievement of transition goals outlined in the student's IEP that promote post-secondary independence to the degree that meets the individual student's capabilities. A Certificate of Completion is an educational alternative to the diploma-bound course of study at HVAM, emphasizing functional academics, life management, social and behavioral skills development, and vocational/employment training in order for students to become happy, healthy and productive adults. Parents and Guardians with questions should reach out to their student's Special Education teacher.

Dual Enrollment:

HVAM allows students to take Dual Enrollment courses but must meet the following guidelines:

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

Eligibility Requirements:

- Have a cumulative GPA of at least 2.5.
- Must have taken at least one of the state tests (PSAT, ACT, SAT).
- Must be passing current courses at the time of the application
- Must take all testing required by HVAM
- Students must be enrolled in at least 1 Highpoint Course to be considered an HVAM student.

Additional Guidelines:

The number of postsecondary dual enrollment courses that a pupil may take it limited to not more than 10 courses overall.

- The postsecondary courses must be academic in nature or applicable to career preparation.
- The postsecondary course must apply toward the satisfaction of degree requirements and may not be in the subject areas of physical education, theology, divinity or religious education. Hobby craft and recreational courses are not eligible under legislation.
- An eligible postsecondary course must not be offered by the school district.

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

Committing plagiarism or any other academic infraction is automatic grounds for withdrawal from dual enrollment and will make student ineligible for dual enrollment while actively enrolled at Highpoint.

Early Middle College:

The Highpoint Early Middle College program offers students the opportunity to earn an Associate's Degree at NO cost. Students who are enrolling must have a 2.50 GPA, are on track for graduation, and have less than 10 absences per school year. Students in this program will take high school and college courses during their junior and senior year. Students will then attend college courses only for a 13th year and earn their high school diploma and an Associate's degree simultaneously.

Students who are interested in these courses should be looking into them as early as 8th and 9th grades so that they will be prepared when the time comes for enrollment. The counselor or principal will discuss programs with students.

Incompletes:

A mark of incomplete indicates that the required work for the course has not been completed. Any incomplete for a first semester grade shall be made up no later than two weeks into the second semester. Any incomplete for a second semester grade shall be made up no later than one week after school is dismissed for summer break. Failure to do so will may result in an automatic F and loss of one semester of credit for that class.

Graduating Early/Number of Courses:

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

Health Class

High School students are required to take a health class in order to meet the requirements of the Michigan Merit Curriculum and graduate. Learning Coaches may review the content of the Health Course at any time upon request. Students may elect to "opt out" of units regarding sexual health by contacting the teacher of the course. An alternative assignment or unit of study may be assigned.

Counseling Opportunities

High School Counselor (Grades 9-12)

Highpoint Virtual Academy of Michigan 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. Highpoint Virtual Academy of Michigan will use a combination of curriculum, web based tools, and strategies that have demonstrated success. The school counseling program is a key piece of the school's mission to make all students "college and career ready" as they prepare for the complex demands of the 21st century.

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

- Career assessment, exploration, and skills development
- Individual and group counseling services for all students on personal/social issues

- Study skills as determined by needs assessment
- Developmental guidance curriculum to promote the academic success and personal growth of every student
- Parent outreach, education and support services, facilitating community resources and referral programs
- Individualized academic advisement and graduation planning, ensuring all students graduate on time with the most rigorous course selection,
- College and postsecondary education counseling and web tools that guide students through the preparation, selection, application, and admissions processes

Highpoint Virtual Academy of Michigan Student Code of Conduct

The goal of Highpoint Virtual Academy of Michigan 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 Highpoint Virtual Academy of Michigan into a school that exemplifies high standards and excellence. Highpoint Virtual Academy of Michigan's Code of Student Conduct is based upon this responsibility. Understanding the information that follows is an essential responsibility of each student. The Highpoint Virtual Academy of Michigan 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.

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 Highpoint Virtual Academy of Michigan will impose. In addition to the specific offenses set forth below, Highpoint Virtual Academy of Michigan 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 Highpoint Virtual Academy of Michigan 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: <ul style="list-style-type: none"> • If a student fails to obey directions; uses beepers, cell phones, or telephonic devices during school function or in class; or fails to attend class without a valid excuse. 	<ul style="list-style-type: none"> • 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

<p>Compliance with Dress Code</p> <p>Students shall dress in accordance with the standards described below:</p> <ul style="list-style-type: none"> • A shirt must be worn at all times unless at an activity involving swim suits • 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 see through may be worn to a school event • No hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events • No clothing that has profanity, drug or offensive slogans may be worn to school events <p>Note: This section is enforced for students when attending a school function such as testing, Highpoint Virtual Academy of Michigan outings, web-cam usage, orientations, or other face-to-face events</p>	<ul style="list-style-type: none"> • 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.
<p>Prohibition of Offensive Language</p> <p>Students shall not use offensive language. Violation of this includes but is not limited to:</p> <ul style="list-style-type: none"> • Curses, uses vulgar or obscene language • Sending, forwarding offensive, sexually-oriented, or threatening messages, pictures or symbols of offensive nature 	<ul style="list-style-type: none"> • 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.
<p>Mandate of Academic Honesty</p> <p>Students are expected to maintain the highest standards of honesty in their work. Violation of this includes but is not limited to:</p> <ul style="list-style-type: none"> • Copying work from another person • Plagiarizes work of another • Using answer keys provided for learning coach • Copies work from internet sources without proper citations • Forges notes • Shares test questions with others 	<p>First Incident</p> <ul style="list-style-type: none"> • 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). <p>Second Incident</p> <ul style="list-style-type: none"> • 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. <p>Third Incident</p> <ul style="list-style-type: none"> • Hold a face-to-face disciplinary meeting to discuss ways to eliminate academic dishonest behaviors.

<p>Abuse of Computer or Internet Privileges</p> <p>Students shall respect the computer privileges granted to them.</p> <p>Violations include:</p> <ul style="list-style-type: none"> • Gives his/her password to another individual or uses another individual's account. • Illegally downloads copyrighted materials from the internet. • Visits sites on the internet which contain sexually explicit material. • Harms or destroys data of another student or person, the internet or other networks. • Creates, downloads, or uploads computer viruses; or • Violates any rule outlined in the Acceptable Use Policy. 	<ul style="list-style-type: none"> • 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. <p>In addition to above measures students will be required to pay full restitution for acts of deliberate damage or graffiti. Costs for damage to school district property will include labor, materials, consulting fees and other costs associated with replacing or restoring the damaged property.</p>
<p>Prohibition of Threats</p> <p>A student shall not communicate, directly or indirectly, any threat to another member of the school community that places him/her in fear of injury, pain, or ridicule. Serious threats to life or safety are included in the Bullying Policy and will result in zero tolerance.</p>	<ul style="list-style-type: none"> • 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. <p>If the threat is serious to an individual's life or safety, a student could be presented to the Board for expulsion.</p>
<p>Prohibition of Fighting</p> <p>Students shall refrain from mutual confrontations involving physical contact with any members of the school community.</p>	<ul style="list-style-type: none"> • 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.
<p>Prohibition of Tobacco Products and Paraphernalia</p> <p>A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.</p>	<ul style="list-style-type: none"> • 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.
<p>Prohibition of Drugs or Alcohol for Personal Use</p>	<ul style="list-style-type: none"> • 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.

<p>Prohibition of Bullying and Serious Threats</p> <p>Bullying of a pupil, whether by other students, staff, visitors, parents, guests, contractors, or volunteers, is prohibited. All students are protected under this policy, and bullying is prohibited without regard to its subject matter or motivating animus.</p> <p>Bullying is defined as any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:</p> <ol style="list-style-type: none"> 1. Substantially interfering with educational opportunities, benefits, or programs of one or more pupils; 2. Adversely affecting the ability of a pupil to participate in or benefit from the Highpoint Virtual Academy of Michigan's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress; 3. Having an actual and substantial detrimental effect on a pupil's physical or mental health; or 4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school. 	<ul style="list-style-type: none"> • 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. • Expulsion is also possible when the nature of the incident is serious or repeated.
<p>Prohibition of Harassment</p> <p>Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatens, intimidates or creates a hostile environment because of someone's gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.</p>	<ul style="list-style-type: none"> • 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.
<p>Prohibition of Possession of a Weapon</p> <p>Highpoint Virtual Academy of Michigan has a zero tolerance policy on weapons violations.</p> <p>Students shall not possess any weapon as defined in this code's glossary. A student violates this rule even if he/she did not intend to use such thing as a weapon.</p>	<ul style="list-style-type: none"> • 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 automobiles in certain circumstances and may seize any illegal or unauthorized materials discovered during the search.

Disciplinary Meetings and Action

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

Discipline Appeal:

In the event the student and parent(s), custodian(s), or legal guardian(s) disagrees with any disciplinary measures they should address, in writing, any concern or grievance to the Head of School. The Head of School responds within ten (10) working days. If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the Head of School's response, request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The Head of School shall investigate and respond 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 Highpoint Virtual Academy of Michigan Board of Directors.

Procedures for Suspensions of 3 Days or Less:

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

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

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

Procedure for Suspensions of More than 3 Days:

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

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

Expulsion:

By definition, expulsion is any exclusion from school for a period of more than 10 days. Written notice describing the misconduct and containing specific reference to the rules and setting the time 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/her own behalf; and
- Has the right to appeal to the appropriate judicial authority

Discipline of Students with Disabilities

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

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

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

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

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

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

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

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

If a student:

- Possesses illegal drugs;
- Is selling prescription drugs;
- Carries a weapon; or
- Causes serious bodily injury to another either at school or during a school related activity.

The school may immediately remove the student for up to forty-five (45) school days to an alternative or remedial disciplinary setting because drugs, weapons, and serious bodily injury are so dangerous to a safe school regardless of

whether a child has a disability or even if the team believes that the behavior is a manifestation of the student's disability.

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

If the parent or guardian disagrees with the team's decision that the behavior was not a manifestation of the student's disability, the parent or guardian may request a due process hearing to challenge this finding. If the hearing officer agrees with the parent or guardian, the student will remain in the school where the offense was committed unless the parent or guardian 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 45 school days. Dangerousness may exist even if there is no Code of Conduct violation. It is a consideration based on serious safety concerns for the student and/or the school community.

Bullying and Cyber Bullying

The Board of Directors of Highpoint Virtual Academy of Michigan has approved the following anti-bullying policy:

MICHIGAN STATE BOARD OF EDUCATION Anti-Bullying Policy

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

"Bullying" or "harassment" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing

characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or over-all well-being may be at issue.

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

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

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

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

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

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

The Highpoint Virtual Academy of Michigan 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 Highpoint Virtual Academy of Michigan Board of Education believes that the best discipline for aggressive behavior is designed to:

- Support students in taking responsibility for their actions;
- Develop empathy; and
- Teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior.

Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

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

The Highpoint Virtual Academy of Michigan 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);

- Incidents of past or continuing pattern(s) of behavior;
- Relationship between the parties involved; or
- Context in which the alleged incident(s) occurred

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

Factors for Determining Remedial Measures

Personal

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

Environmental

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

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

students.

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

Examples of Consequences

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

Examples of Remedial Measures

Strategies for Individual Behavioral Change:

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

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

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

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

The Highpoint Virtual Academy of Michigan 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 Highpoint Virtual Academy of Michigan Board of Education requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parent/guardian 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 Highpoint Virtual Academy of Michigan 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 Highpoint Virtual Academy of Michigan 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 Highpoint Virtual Academy of Michigan 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.

Informal Complaint Process

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

Informal remedies include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator reviewing the school harassment, intimidation and bullying policy without identifying the complainant, parent, guardian, or because Highpoint Virtual Academy of Michigan 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. Highpoint Virtual Academy of Michigan will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witnesses. Student complainants and witnesses may have a parent/guardian 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 Head of School shall take further action on the report.
5. The Head of School or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating that Highpoint Virtual Academy of Michigan intends to take corrective action; or that the investigation is incomplete to date and will be continuing; or that Highpoint Virtual Academy of Michigan does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.
6. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the Head of School's written response, unless the accused is appealing the imposition of discipline and the school is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.
7. If a student remains aggrieved by the Head of School's designee's response, the student may pursue the complaint as one of discrimination pursuant to The Highpoint Virtual Academy of Michigan 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 rules at student orientation sessions and on other appropriate occasions, which may include parents or guardians.

Parents/guardians 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 Highpoint Virtual Academy of Michigan 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. Highpoint Virtual Academy of Michigan prohibits discrimination against students/families on the basis of disability, race, creed, weight, color, gender, national origin or religion.

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

Confidentiality

Every effort is made to maintain the confidentiality of students who attend Highpoint Virtual Academy of Michigan. Parent/guardian 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 Highpoint Virtual Academy of Michigan. Student files are accessible only to authorized employees of Highpoint Virtual Academy of Michigan who have an interest in the education of its students. Adults and students should not share their K12 Online School (OLS) username and password with any unauthorized individuals.

Whenever a parent/guardian or teacher believes the security of the OLS has been compromised, the parent can use the tools provided in the OLS to change usernames and passwords. Parents/guardians 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 philosophical or religious beliefs. Recent changes in Michigan law require that medical exemptions must be submitted in writing and must be signed by the child's physician using a State of Michigan approved medical contraindication form. Your physician will have this form. Your physician may not sign an exemption for any reason other than a medical contraindication. Religious or philosophical exemptions will be permitted only after counseling has been completed in person with a health department nurse. The Religious or philosophical exemption form must be completed with a health department nurse after counseling has been completed. The exemption form must be signed by both the parent/guardian and the Health Department nurse and then stamped with an official health department stamp. Only State of Michigan approved exemption forms may be used. The completed exemption form may then be submitted to Highpoint Virtual Academy of Michigan. Any exemption forms which contain alterations or otherwise do not meet strict State of Michigan requirements may be rejected. 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 Highpoint Virtual Academy of Michigan. Please contact the Highpoint Virtual Academy of Michigan office with any questions regarding health requirements.

Change of Home Address

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

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

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

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

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

- Valid driver's license

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

School Address:

210 E Mesick Avenue
Mesick, MI 49668

Withdrawing From Highpoint Virtual Academy of Michigan

Parents/guardians wishing to withdraw their children from the Highpoint Virtual Academy of Michigan must contact their teacher or advisor and complete a withdrawal form in order to fully process the withdrawal. The teacher will notify school officials of their decision. The Operations Manager 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.

Families choosing to withdraw to homeschool their children will be asked to fill out a Homeschool Intent form.

Supplemental Activities

Parents/guardians 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 Highpoint Virtual Academy of Michigan teacher(s). 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.

Use of School Property

Highpoint Virtual Academy of Michigan provides materials, computer, printer, books and other curricular supplies. All provided materials are school property and must be kept in good condition. Parents/guardians 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/Guardians are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

Webcams

All laptops and desktop computers provided to students will include a webcam. Eventually, HVAM intends to increase the ability for all participants in a Class Connect 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 HVAM 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 Web Cam

HVAM 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 HVAM. 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 which:

- A. present a hazard to the health or safety of the student or to others in the school;
- B. materially interfere with school work, create disorder, or disrupt the educational program;
- C. cause excessive wear or damage to school property;
- D. 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
- Head coverings (such as inappropriate hats and beanies) or sunglasses worn in a building during school hours; no bandanas (all colors), do-rags (all colors), hairnets, surgical/shower caps
- (Exceptions will be made for religious or medical reasons.)

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

- Limit background noise
- A quiet area without distractions
- Area where other people or animals are not visible – siblings, pets or other people in the home should not appear on camera

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 required to be engaged and visible for attendance confirmation, course requirements or other educational purposes. Certain courses or assessments (such as NWEA or Reading Assessments) may require face-to-face interaction via webcam. A student not wishing to engage on a webcam may seek an alternative by contacting their teacher or principal.

Internet Service Provider (ISP) Reimbursement Program

Families at Highpoint Virtual Academy of Michigan will receive ISP reimbursement checks twice per year at the rate of \$12.00 per month (per family) for the school year. Disbursements will be made in January and June of the school year provided that receipts are submitted to receive a reimbursement. Families must participate in the Online School, as well as have compliant attendance as described in the Highpoint Virtual Academy of Michigan Handbook, in order to qualify for ISP reimbursement. Additionally, there must be current proof of residence for each student enrolled. Families are eligible for ISP reimbursement for the month in which they enroll.

Please be aware that if an ISP check is lost, Highpoint Virtual Academy of Michigan does not automatically reissue a check to that family. If a check is lost, parents/guardian(s) must contact the school office within sixty days, or a replacement may not be issued. Students must be in good standing, which means that they have participated in all online learning opportunities, testing, supplemental activities, have appropriate progress and up to date attendance to receive their internet reimbursement.

School Supplies

Highpoint Virtual Academy of Michigan 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.

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. Highpoint Virtual Academy of Michigan does not provide printer ink cartridges or refills. Refills are the responsibility of the family. In order to conserve ink, it is recommended that your printer is set to always print in fast draft mode. To set for fast draft mode:

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

Objectionable Content Policy

There may be times a parent/guardian considers certain lessons, books or materials objectionable for various reasons. The following process is used if a parent/guardian finds material objectionable; he or she should contact his or her Highpoint Virtual Academy of Michigan teacher via email. Teachers will work with parents/guardians 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 Highpoint Virtual Academy of Michigan office. The Highpoint Virtual Academy of Michigan provides parents/guardians access to the academic records of their children. The access rights of parent/guardian consist of:

- The right to inspect and review the contents of educational records.
- The right to obtain one copy of the education records at no charge, and additional copies, if

requested, at a charge. These will be stamped as “unofficial.”

- The right to receive from school personnel an explanation and interpretation of the educational records.
- The right to a hearing to challenge the contents of the educational records.
- The right to bring an attorney or parent/guardian advocate to review educational records.

A parent or guardian 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 or guardian must sign an official request form. Access to educational records is granted within forty-five days of the receipt of the written request.

After examining their child's educational record, parents/guardian(s) 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 parent/guardian and the Site Administrator or designee, an attempt is made to answer any questions raised by the parent/guardian. 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 parent/guardian to another public school system to which a pupil transfers. Pupil directory information, which includes: the pupil's name; address; date and place of birth; photographic likeness; major field of study; dates of attendance; degrees and awards received; and participation in officially recognized activities and sports may be released without the consent of the parent/guardian unless the school is notified annually by the parent/guardian not to release the information without their prior written consent. State law provides that the following additional conditions will apply regarding the educational records of special needs students:

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

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

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

Family Education Rights and Privacy Act (FERPA)

Highpoint Virtual Academy of Michigan 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 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 Highpoint Virtual Academy of Michigan, 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.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students (when they turn) 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Highpoint Virtual Academy of Michigan receives a request for access.
Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Highpoint Virtual Academy of Michigan to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance

of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Highpoint Virtual Academy of Michigan to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))

- o organizations conducting studies for, or on behalf of, the school, in order to:
 - (a) Develop, validate, or administer predictive tests;
 - (b) Administer student aid programs; or
 - (c) Improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Personal Belief Protection Policy

In compliance with the Protection of Pupil Rights Amendment (PPRA) Highpoint Virtual Academy of Michigan will obtain written consent from parents or guardians before minor students are required to participate in any survey, analysis, or evaluation that reveals information concerning the following:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student and his/her family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.)

Highpoint Virtual Academy of Michigan will provide parents or guardians of minor students annual notice of the following:

1. The right of parents or guardians to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to students.
2. Arrangements to protect student privacy in the event of the administration of a survey to students, including the right of parents or guardians to inspect, upon request, the survey, if the survey contains one or more of the same eight items of information noted above.
3. The right of parents or guardians to inspect, upon request, any instructional material used as part of the educational curriculum for students.
4. The administration of physical examinations or screenings that the school may administer to students.

5. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing the information to others for that purpose.
6. The right of parents or guardians to inspect, upon request, any instrument used in the collection of information, as described in number 5.

Highpoint Virtual Academy of Michigan will provide parents or guardians of minor students an opportunity to opt out of (remove their child) from participation in the following activities:

- Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
- The administration of any third party (non-Department of Education funded) survey containing one or more of the above described eight items of information.
- Any non-emergency, invasive physical examination or screening that is: 1) required as a condition of attendance; 2) administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

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/guardian(s). 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

Highpoint Virtual Academy of Michigan supports the academic achievement of all students, particularly those most at risk. The school has a strong commitment to the federally mandated goals of the No Child Left Behind Act (NCLB) and Every Student Succeeds Act (ESSA). It is a priority to build strong parent/guardian/teacher/student relationships and address the specific needs of individual students.

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

Title 1

The Title 1 program is consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The program will be planned and implemented with the consultation of eligible parents of participating students. Parents will be provided, to the extent practical, full opportunities to participate when limited English proficiency, disabilities and parents of migratory children in an understandable and uniform format upon request.

HVAM will be governed by the definition of parental involvement as participation of parents in regular, two-way (email, phone, classconnect sessions, face to face meetings), and meaningful communication involving student academic learning and other school activities, including ensuring

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

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

- The annual meeting will be held in the first quarter of each school year during the Learning Coach Committee Meeting which is open to all parents and learning coaches at Highpoint Virtual Academy of Michigan. This meeting will be held at a convenient time for parents and learning coaches.
- Parents, HVAM Staff, and Administration are invited to a Class Connect session (Blackboard Class Connect).
- The Class Connect session will be available in recordings and parents can send responses to the Title I Coordinator, who will share with HVAM Administration.
- Parents involved in the HVAM Parent Targeted program will review Title I requirements and their right to be involved in Title I programs as a participant or as a facilitator.

Students will be identified for the Title 1 program based on multiple factors (Free and Reduced Lunch, English Language Learner, Below Grade Level on M-Step, Below Grade Level on District Benchmark Assessments, Teacher Recommendation).

Once identified, the Reading or Math Interventionist will reach out to the parent and student with the program requires and the Title 1 Student-Learning Coach- School Contract. Before Title 1 program supports can begin, the Title 1 Student-Learning Coach-School Contract must be signed and on file. Students may be recommended for removal from the Title 1 program services if they fail to meet participation guidelines.

- Miss six or more intervention class sessions in a row or eight sessions in a quarter
- Fail to complete the required number of assignments four weeks in a row
- Are sent to a break out room for behavior more than 3 times per quarter

HVAM Reading Interventionists will be focusing on students in grades K-3 that are on Individualized Reading Improvement Plans or IRIPs. Small groups will be created and students will receive instruction on concepts as well as working within iReady or other supplemental instructional program.

HVAM Math Interventionists will be focusing on students in grades 4-10. Students who are struggling in the area of Algebra will especially be targeted. Small groups will be created and students will receive instruction on concepts where they are struggling as well as working within iReady or other supplemental instructional program.

Title 1 Coordinator Responsibilities:

- Oversee the Title 1 program
- Ensure that the Parent Involvement Policy is implemented
- Provide parents of Title 1 students with communication in the language and format that is easily understood

- Ensure a meeting schedule is developed to allow parent involvement
- Involve parents in the development, review and improvement of parent involvement activities and parent involvement policy
- Provide an explanation of the curriculum, forms of academic assessment and the proficiency levels expected

Staff Responsibilities:

- Provide a safe and supportive learning environment.
- Teach classes that are engaging and promote student achievement.
- Motivate students to learn.
- Set high expectations and assist every child in meeting the Michigan academic standards.
- Provide opportunities for parents to observe in the classroom.
- Participate in professional development that focuses on improving teaching and learning and supports the formation of partnerships with family and the community.
- Participate in collaborative decision making with parents and colleagues to make school accessible and welcoming to families

Student Responsibilities:

- Come to ClassConnects ready to learn and work hard.
- Come to ClassConnects on time and complete Online School lessons and assignments from the teacher.
- Communicate regularly with his/her parents and teachers about school experiences, lessons, and assignments so he/she can be successful.
- Know and followed the school rules.
- Respect the school, classmates and staff.

Parent and Learning Coach Responsibilities:

- Provide a quiet place for the student to work.
- Ensure that the child attends school every day.
- Participate in surveys
- Regularly monitor child's progress in school.
- Participate as appropriate in decisions about child's education.
- Attend scheduled parent-teacher conferences.
- Read email every day and respond within 24 hours as needed.
- Respect the school, staff, students and other families.

Homeless Children and Youth Policy

References: 42 U.S.C. 11431 et seq. (McKinney - Vento Homeless Act)

McKinney-Vento/ Homeless Student Liaison

Julia Zoutendyk

855-337-8243 X 7008

jzoutendyk@highpointva.org

Definition: The Highpoint Virtual Academy of Michigan defines any homeless children and youth according to the Federal McKinney-Vento Homeless Definition, as individuals who lack a fixed, regular, and adequate nighttime

residence.

The term includes children and youth who are:

- Sharing housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Living in emergency or transitional shelters;
- Abandoned in hospitals;
- Awaiting foster care placement;
- Children and youth who have a primary residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public space, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

Homeless Children and Youth Services

Highpoint Virtual Academy of Michigan will ensure that homeless students are provided services including but not limited to the following:

- A. transportation services;
- B. public preschool programs and other educational programs and services for which the homeless student meets eligibility criteria including:
 - programs for children with disabilities;
 - programs for English Learners (ELs) (i.e., students with Limited English Proficiency (LEP));
 - programs in career and technical education;
 - programs for gifted and talented students;
 - school nutrition programs; and
 - before - and after-school programs.

The Highpoint Virtual Academy of Michigan Liaison for Homeless Children and Youth is, Mary Moorman. Ms. Moorman will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

Maintaining a Stable School Environment

To ensure stability for homeless students, Highpoint Virtual Academy of Michigan will make school placement determinations based on the “best interest” of the homeless student based on student-centered factors. The Academy will:

- 1.) continue the student’s education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
- 2.) enroll the student in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

When determining a student’s best interest, Highpoint Virtual Academy of Michigan will assume that keeping the homeless student in the school of origin is in that student’s best interest, except when doing so is contrary to the

request of the student's parent or guardian, or the student if he or she is an unaccompanied youth. The school of origin is the school the student attended or enrolled in when permanently housed, including a public preschool. The school of origin also includes the designated receiving school at the next level for feeder school patterns, when the student completes the final grade level at the school of origin.

When determining the student's best interest, Highpoint Virtual Academy of Michigan will also consider student-centered factors, including the impact of mobility on achievement, education, health, and safety of homeless students and give priority to the request of the student's parent or guardian, or youth (if an unaccompanied youth). Highpoint Virtual Academy of Michigan also considers the school placement of siblings when making this determination.

If Highpoint Virtual Academy of Michigan finds that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth, Highpoint Virtual Academy of Michigan will provide the individual with a written explanation and reason for the determination in a manner and form understandable to the parent, guardian or unaccompanied youth. This written explanation will include appeal rights and be provided in a timely manner.

Immediate Enrollment for Homeless Students

Highpoint Virtual Academy of Michigan has an obligation to remove barriers to the enrollment and retention of homeless students. A school chosen on the basis of a best interest determination shall enroll the homeless student, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate or previous academic records. The homeless student shall be enrolled immediately regardless of whether the student missed application or enrollment deadlines during the period of homelessness or has outstanding fines or fees.

The enrolling school shall contact the school last attended by the homeless student to obtain relevant academic or other records. If the student needs immunization or other health records, the enrolling school shall refer the parent, guardian or unaccompanied youth to the local liaison, who will help obtain the immunizations, screenings or other required health records. Records usually maintained by the school must be kept so that they are available in a timely fashion if the child enters a new school or Academy. These records include immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs. Procedures for inter-State records transfer between schools should be taken into account in order to facilitate immediate enrollment.

Highpoint Virtual Academy of Michigan will also make sure that, once identified for services, the homeless student is attending classes and not facing barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs (if available). In addition, Highpoint Virtual Academy of Michigan may consider giving homeless children and youth's priority if there is a waitlist for these schools, programs, and activities.

Transportation Services for Homeless Students

Highpoint Virtual Academy of Michigan will provide homeless students with transportation services that are comparable to those available to non-homeless students. Additionally, Highpoint Virtual Academy of Michigan will provide for, or arrange for transportation to and from the school of origin at the parent or guardian's request, or the liaison's request in the case of an unaccompanied youth. Transportation is arranged promptly to allow for immediate enrollment and will not create barriers to a homeless student's attendance, retention, and success. The following procedures also apply subject to a determination of the student's best interest:

- 1.) If the homeless student moves but continues to live within the area covered by the Academy's charter the Academy is considered the school of origin and the school of residence and, therefore, transportation will be provided or arranged for the student's transportation to or from the school of origin by the Academy.
- 2.) If the homeless student moves to an area outside of the Academy's charter, though continuing his/her education at the school of origin, the Academy and the public school district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin. If the Academy and the public school district cannot agree upon such a method, the responsibility and costs will be shared equally.
- 3.) When the student obtains permanent housing, transportation shall be provided to and from the school of origin until the end of the school year.

Highpoint Virtual Academy of Michigan shall determine the mode of transportation in consultation with the parent or guardian based on the best interest of the student.

In accordance with Federal law, the above transportation requirements still apply during the resolution of any dispute. Highpoint Virtual Academy of Michigan will work with the State to resolve transportation disputes with other Academies. If the disputing Academy is in another State, the Academy will turn to the State for assistance as Federal guidance says that both States should try to arrange an agreement for the Academies.

Dispute Resolution Procedure

Homeless families and youths have the right to challenge placement and enrollment decisions. If a dispute arises between a school and a parent, guardian or unaccompanied youth regarding eligibility, school selection, or enrollment of a homeless student, the Academy must follow its dispute resolution procedures, consistent with the State's procedures. If such a dispute occurs, the Academy will immediately enroll the homeless student in the school in which enrollment is sought pending final resolution of the dispute, including all appeals. The student will receive all services for which they are eligible until all disputes and appeals are resolved.

Pursuant to State, Academy and Board of Directors policies, Highpoint Virtual Academy of Michigan will provide the parent, guardian or unaccompanied youth with a written explanation of all decisions regarding school selection and enrollment made by the Academy or State, along with a written explanation of appeal rights.

Highpoint Virtual Academy of Michigan's notice and written explanation about the reason for its decision will include, at a minimum, an explanation of how the school reached its decision regarding eligibility, school selection, or enrollment, including 1) a description of the proposed or refused action by the school, 2) an explanation of why the action is proposed or refused, 3) a description of other options the school considered and why those options were rejected, 4) a description of any other relevant factors to the school's decision and information related to the eligibility or best interest determination such as the facts, witnesses, and evidence relied upon and their sources, and 5) an appropriate timeline to ensure deadlines are not missed. The Academy must also include contact information for the Liaison and the State Coordinator, and a brief description of their roles. Highpoint Virtual Academy of Michigan will also refer the parent, guardian or unaccompanied youth to the Liaison, who will carry out the dispute resolution process.

Highpoint Virtual Academy of Michigan ensures that all decisions and notices are drafted in a language and format appropriate for low-literacy, limited vision readers, and individuals with disabilities. For children and youth and/or parents or guardians who are English learners or whose dominate language is not English, the Academy will provide translation and interpretation services in connection with all phases of the dispute resolution process pursuant to federal laws. Highpoint Virtual Academy of Michigan will also provide electronic notices via email if the parent, guardian or unaccompanied youth has access to email followed by a written notice provided in person or sent by mail.

Preschool-Aged Homeless Children

Homeless preschool-aged children and their families shall be provided equal access to the educational services for which they are eligible, including preschool programs, including Head Start programs, administered by the Academy. Additionally, the homeless child must remain in the public preschool of origin, unless a determination is made that it is not in the child's best interest. When making such a decision on the student's best interest, the Academy takes into account the same factors as it does for any student, regardless of age. It also considers pre-school age specific factors, such as 1) the child's attachment to preschool teachers and staff; 2) the impact of school climate on the child, including school safety; the quality and availability of services to meet the child's needs, including health, developmental, and social-emotional needs; and 3) travel time to and from school.

Highpoint Virtual Academy of Michigan will also provide transportation services to the school of origin for a homeless child attending preschool. Highpoint Virtual Academy of Michigan will provide the child with transportation to the school of origin even if the homeless preschooler who is enrolled in a public preschool in the Academy moves to another Academy that does not provide widely available or universal preschool.

Public Notice of Educational Rights

In addition to notifying the parent or guardian of the homeless student or the unaccompanied youth of the applicable rights described above, Highpoint Virtual Academy of Michigan post public notice of educational rights of children and youth experiencing homelessness in each school. In addition, Highpoint Virtual Academy of Michigan will post public notice of the McKinney-Vento rights in places that homeless populations frequent, such as shelters, soup kitchens, and libraries in a manner and form understandable to the parents and guardians and unaccompanied youths.

Homeless Student Records

The local liaison will assist the homeless students and their parent(s) or guardian(s) or unaccompanied homeless students in their efforts to provide documentation to meet State and local requirements for entry into school.

All records for homeless students shall be maintained, subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and in such a manner so that they are available in a timely fashion and can be transferred promptly to the appropriate parties, as required. Pursuant to the McKinney-Vento Act, information regarding a homeless student's living situation is not considered directory information and must be provided the same protections as other non-directory personally identifiable information (PII) contained in student education records under FERPA.

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

Medication Policy

USE OF MEDICATIONS

Neither the Board of Directors nor the school leader shall be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his/her educational program.

For purposes of this policy, medication shall include all medicines including those prescribed by a physician and any non-prescribed (over the counter) drugs, preparations, and/or remedies and performance- enhancing drugs as defined in AG 2431C. Treatment refers both to the manner in which a medication is administered and to health care procedures that require special training, such as catheterization.

Before any prescribed medication or treatment may be administered to any student during school hours, the Board shall require the written prescription from the child's physician and the written authorization of the parent.

Before any non-prescribed medication or treatment may be administered, the Board shall require the prior written consent of the parent who must also authorize any self-medication by his/her child. Medications will be administered by the Academy in accordance with the school leader's procedures.

Only medication in its original container that is labeled with the date (if a prescription), the student's name, and exact dosage may be administered. Parents, or students authorized in writing by their physician and parent(s) may administer medication or treatment. Staff members are to administer medication or treatment only in the presence of another adult, except in the case of an emergency that threatens the life or health of the student. Staff licensed as professional registered nurses are exempt from this requirement.

All staff authorized to administer medication or treatment will receive training on appropriate procedures for administering the medication or treatment. This training shall be provided by qualified individuals with knowledge of the Academy's policy and procedures and knowledge of the administration of medications or treatment.

Students may possess and self-administer a metered dose or dry powder inhaler for relief of asthma (or before exercise to prevent onset of asthma symptoms), while at the school, on school-sponsored transportation, or at any school-sponsored activity in accordance with the Administrative Procedures, if all of the following conditions are met:

- There is written approval from the student's physician or other health care provider and the student's parent/guardian (if student is under eighteen (18) to possess and use the inhaler (Form 5330 F1c); and
- The School Leader has received a copy of the written approvals from the physician and the parent/guardian; and
- There is on file at the student's Academy a written emergency care plan prepared by a licensed physician in collaboration with the student and his/her parent/legal guardian. The plan shall contain specific instructions on the student's needs including what to do in the event of an emergency.

Students with a need for emergency medication may also be allowed to self-possess and self-administer such medication, provided that they meet the same conditions established above. Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to self-possess and administer the medication if they meet the conditions stated above.

This policy and the administrative procedures developed to establish appropriate procedures shall be implemented in such a manner to comply with Academy's obligations and the student's needs under any Individualized Education Plan, Section 504 Plan, or other legally required accommodation for individuals with disabilities. The School Leader shall prepare Administrative Procedures to ensure the proper implementation of this policy.

Special Education Services

Special Education Manager

Nancy Tuckey

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Highpoint Virtual Academy of Michigan'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 mckin programming and related services to Highpoint Virtual Academy of Michigan 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).

Services by Disability

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

Services by disability area are as follows:

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

Child Find

HVAM seeks to assure that all of its students with disabilities, including those who are homeless or are wards of the Michigan, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and (ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.

Child find questions are completed by the parent within the online enrollment portal. These questions are asked again during the enrollment approval and placement process.

Once the school year begins, the assigned general education teacher will again query the parent in order to determine if the student has any academic need. Student for whom a parent answers that they previously or are currently receiving special education services is immediately referred to the Special Education Manager or designee.

Any special education or evaluation records shared by the parent with the assigned homeroom teacher are forwarded to the special education department at HVAM so that they can be reviewed by the school psychologist and/or Special Education Manager or designee to determine next steps.

For more information regarding Special Education Child Find: <https://tinyurl.com/y94ud65k>

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. Highpoint Virtual Academy of Michigan will make a concerted effort to identify, to locate and to evaluate children through 21 years of age who enroll in Highpoint Virtual Academy of Michigan and have a confirmed or suspected disability, in accordance with all federal regulations and state standards. In addition, it shall be the policy of Highpoint Virtual Academy of Michigan 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. For more information regarding IDEA: <https://tinyurl.com/y94ud65k>

Special Education Screening

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

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

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

Multi-Tiered Systems of Support (MTSS)

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

instructional practices for all learners.

Commitment to Serve Students

Highpoint Virtual Academy of Michigan 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 Grade Level Content Expectations (GLCE).

504 Service Plan and Child Find

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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.

CHILD FIND: United States Department of Education Guidance

The process Highpoint Virtual Academy of Michigan uses to identify students eligible for services under Section 504.

- Highpoint Virtual Academy of Michigan uses the same process to evaluate the needs of students under Section 504 as they use to evaluate the needs of students under the IDEA. Highpoint Virtual Academy of Michigan may use the same process or if the student has a medical condition that is outlined below, a medical process may be used. Highpoint follows the requirements for evaluation specified in the Section 504 regulatory provision at 34 C.F.R. 104.35.

Highpoint Virtual Academy of Michigan does not consider "mitigating measures" used by a student in determining whether the student has a disability under Section 504?

- Beginning January 1, 2009, school districts, in determining whether a student has a physical or mental impairment that substantially limits that student in a major life activity, must **not** consider the ameliorating or improving effects of any mitigating or reducing measures that a student is using. This is a change from prior law.
- Congress did not define the term "mitigating measures" but rather provided a non-exhaustive list of "mitigating measures." The mitigating measures are as follows: medication; medical supplies, equipment or appliances; low-vision devices (which do not include ordinary eyeglasses or contact lenses); prosthetics (including limbs and devices); hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications.

- Congress created one exception to the mitigating measures analysis. The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining if an impairment substantially limits a major life activity. “Ordinary eyeglasses or contact lenses” are lenses that are intended to fully correct visual acuity or eliminate refractive error, whereas “low-vision devices” (listed above) are devices that magnify, enhance, or otherwise augment a visual image.

Highpoint Virtual Academy of Michigan understands it must use multiple formulas or scales that measures substantial limitation.

- Highpoint Virtual Academy of Michigan’s determination of substantial limitation must be made on a case-by-case basis with respect to each individual student. The Section 504 regulatory provision at 34 C.F.R. 104.35 (c) requires that a group of knowledgeable persons draw upon information from a variety of sources in making this determination.
- Highpoint Virtual Academy of Michigan may and most often will utilize data obtained by a *multi-tier system of supports team, the classroom teacher data reports, a physician’s statement, a prior evaluation data, or a previous school’s determination.*

Highpoint Virtual Academy of Michigan understands there are no impairments which automatically means a student has a disability under Section 504.

- Highpoint Virtual Academy of Michigan understands an impairment in and of itself is not a disability. The impairment must ***substantially limit*** one or more major life activities in order to be considered a disability under Section 504.

A medical diagnosis cannot suffice as an evaluation for the purpose of providing FAPE (Free and Appropriate Public Education)

- Highpoint Virtual Academy of Michigan does accept a physician's medical diagnosis as one of several data sources, among other sources that are considered in evaluating a student with an impairment or believed to have an impairment which substantially limits a major life activity. Other sources to be considered, along with the medical diagnosis, include aptitude and achievement tests, multi-tier systems of support team recommendation, teacher recommendation, physical condition, social and cultural background, and adaptive behavior. Section 504 of the Rehabilitation Act of 1973, require school districts to draw upon a variety of sources in interpreting evaluation data and making placement decisions.

Highpoint Virtual Academy of Michigan understands a medical diagnosis of an illness automatically mean a student can receive services under Section 504.

- Highpoint Virtual Academy of Michigan understands a medical diagnosis of an illness does not automatically mean a student can receive services under Section 504. Further, the illness must cause a substantial limitation on the student's ability to learn or another major life activity. For example, a student who has a physical or mental impairment would not be considered a student in need of services under Section 504 if the impairment does not in any way limit the student's ability to learn or other major life activity, or only results in some minor limitation in that regard.

Highpoint Virtual Academy of Michigan may utilize an outside independent evaluation. Highpoint Virtual Academy of Michigan considers all data brought to a multi-disciplinary committee where the weight of each is determined by a committee.

- Highpoint Virtual Academy of Michigan may utilize a Multi-disciplinary committee such as the *multi-tier system of supports team, the classroom teacher data reports, a physician's statement, a prior evaluation data, or a previous school's determination*, and understands the results of an outside independent evaluation may be one of many sources to consider. The Multi-disciplinary committees, such as must draw from a variety of sources in the evaluation process so that the possibility of error is minimized. All significant factors related to the subject student's learning process must be considered. These sources and factors include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior, among others. Information from all sources must be documented and considered by knowledgeable committee members. The weight of the information is determined by the committee given the student's individual circumstances.

Highpoint Virtual Academy of Michigan may use regular education intervention strategies for referring a student for evaluation for services under Section 504.

- Highpoint Virtual Academy of Michigan may use regular education intervention strategies to assist students with difficulties in school. Highpoint understands Section 504 requires students referred for an evaluation for possible Section 504 or special education or related aids and services or modification to regular education if the student, because of disability, needs or is believed to need such services.

Please note the following:

If a parent of a student does not wish services to continue, may they withdraw the services?

- Highpoint Virtual Academy of Michigan may initiate a Section 504 due process hearing to resolve the dispute if the district believes the student needs the services in order to receive an appropriate education.

A student who has a disability referenced in the IDEA, but does not require special education services, the student may be eligible for services under Section 504.

- The student may be eligible for services under Section 504. Highpoint Virtual Academy of Michigan must determine whether the student has an impairment which substantially limits his or her ability to learn or another major life activity and, if so, make an individualized determination of the child's educational needs for regular or special education or related aids or services. For example, such a student may receive adjustments in the regular classroom.

Highpoint Virtual Academy of Michigan view of a temporary impairment, such as a broken leg, arm or other temporary circumstances.

- Highpoint Virtual Academy of Michigan understands a temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability must be resolved on a case-by-case basis, taking into consideration both

the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual.

- Congress clarified that an individual is not “regarded as” an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

An impairment that is episodic or in remission may be a disability under Section 504.

- Highpoint Virtual Academy of Michigan understands under certain circumstances this may be true. Congress clarified that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. A student with such an impairment is entitled to a free appropriate public education under Section 504.

English Language Learner Program

ELL Coordinator

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Students who are identified as English Language Learners through a review of the Home Language Survey or other procedure, will be given the WIDA screener within 10 days of enrollment. If the student has received previous ELL services, the prior year’s WIDA scores will be reviewed within 10 days of enrollment. WIDA scores will be reviewed and those students needing support will be provided targeted English as a Second Language support.

All students who are identified as an English Language Learner by the state of Michigan are required to take the state WIDA assessment in February-March each year until the student has achieved proficiency in English and can be exited from the program. Information is available for translation by request. If needed a translator can be used to ensure parent/school communication.

Communication (My Info and Email)

Students and parents are able to contact their teachers through email. Staff emails will be made available by teachers and within the OLS system. Correspondence will be sent to Learning Coaches and families through their personal email addresses as provided during enrollment. Students will be contacted via their school-based email. It is expected that students and parent/guardian read their email at least once a day. Critical information is sent via email.

Notice for Directory Information:

The *Family Educational Rights and Privacy Act* (FERPA), a federal law, requires that Highpoint Virtual Academy of Michigan, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, Highpoint Virtual Academy of Michigan may disclose appropriately designated “directory information” without written consent, unless you have advised Highpoint Virtual Academy of Michigan to the contrary in accordance with Highpoint Virtual Academy of Michigan procedures.

The primary purpose of directory information is to allow the Highpoint Virtual Academy of Michigan to include information from your child’s education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want Highpoint Virtual Academy of Michigan to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Highpoint Virtual Academy of Michigan in writing. Highpoint Virtual Academy has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

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

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.

Highpoint Virtual Academy of Michigan Special Interest Student Clubs

Student clubs will be offered to all students, in order to enhance their complete educational experience at Highpoint Virtual Academy of Michigan. Clubs facilitate student socialization, community and in some cases, service. Clubs are sponsored by Highpoint Virtual Academy of Michigan teachers who welcome parent/guardian 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 the supplied curriculum) needed for the clubs are the responsibility of the family- neither K12 nor Highpoint Virtual Academy of Michigan will provide these materials or supplies.

Please Note: School-based clubs hosted during the school day or within school platforms must have a teacher sponsor; however, non-sponsored student-led events, meetings, or forums will not be restricted based on religious, racial, gender or other basis unless said meetings are determined to cause potential significant disruption to the school day.

Highpoint Virtual Academy of Michigan Gatherings

Highpoint Virtual Academy of Michigan teachers arrange a variety of special gatherings for students and families throughout the year. Attendance is not required; however, these special gatherings provide wonderful opportunities to meet teachers, make new friends, and to talk with fellow parents/guardians about school. Parents/guardians are responsible for the cost of transportation and any other fees. The fees are often negotiated and reduced for our school. Students qualifying under the McKinney Vento Policy may be eligible for transportation support to face to face events including testing and outings.

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, guardians, 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/guardians 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 Highpoint Virtual Academy of Michigan 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.

During periods of public health crises, attendees at any face to face event may be asked to wear a mask and/or

social distance. Please refer to the HVAM Preparedness Plan for specific details to be updated according to current and appropriate Federal and State guidance.

Work Permits

Work Permits may be obtained by reaching out to student's counselor or administrator and must be returned to Highpoint for appropriate signatures and verification by the Head of School. Work permits will be issued based on the following State of Michigan Guidelines:

CA-7 MICHIGAN WORK PERMIT AND AGE CERTIFICATE

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

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

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

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

Learning Coach School Involvement Opportunities

Highpoint offers multiple opportunities for Learning Coaches and Parents to be involved!

- 1) Surveys sent throughout the year to see how things are going. All responses are read and taken into consideration when making school policy and planning decisions.
- 2) Learning Coach Committee Meetings: Monthly Meetings covering timely topics in order to prepare LC's for relative items such as Testing. These meetings are also used to garner feedback on various topics as well as provide an opportunity for families to share celebrations and any concerns.
- 3) Learning Coach Teacher Organization Meetings: Highpoint's equivalence to PTO-type organizations. Come share ideas, help fundraise and brainstorm fun ideas for the school!
- 4) "Highpoint Virtual Academy Families" Facebook Page: This is a great place to get school-wide updates and reminders as well as look for Learning Coach advice, connect with families in your area, or help other families getting started.

Acceptable Use Guidelines

Source: P.L. 106-554, Children's Internet Protection Act of 2000, P.L. 110-385, Title II, Protecting Children in the 21st Century Act, 18 U.S.C. 1460, 18 U.S.C. 2246, 18 U.S.C. 2256, 20 U.S.C. 6777, 9134 (2003), 20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003), 47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003), 47 C.F.R. 54.520

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Directors provides Technology Resources to support the educational and professional needs of its students and staff. With respect to students, Academy Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board of Directors provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The Academy's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of HVAM Technology Resources by principles consistent with applicable local, State, and Federal laws, HVAM's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of HVAM Technology Resources and students' personal communication devices when they are connected to the HVAM computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or a Board-sponsored activity.

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using HVAM Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the Academy's computer network and/or Internet connection).

First, the Board may not be able to technologically limit access through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted procedures and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the School Leader, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. HVAM also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate

and/or harmful to minors. However, the Board is cognizant of the fact that such software and/or hardware is not perfect and relies on students to self-police (and immediately cease viewing) online activity that would otherwise be in conflict with these policies and to immediately report such to the Head of School. The technology protection measures may not be disabled at any time that students may be using HVAM Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Head of School may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

The Head of School, is directed to prepare procedures which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communications, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking"), cyber bullying and other unlawful or inappropriate activities by minors online.

Pursuant to Federal law, students shall receive education about the following:

- C. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- D. the dangers inherent with the online disclosure of personally identifiable information;
- E. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyber bullying and other unlawful or inappropriate activities by students online, and
- F. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

The Board directs staff members to provide instruction for their students and/or the Educational Service Provider to implement procedures regarding the appropriate use of technology and online safety and security as specified above. Furthermore, the Educational Service Provider will implement monitoring procedures for the online activities while students are at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

The Educational Service Provider is responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying procedures. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of HVAM Technology Resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyber bullying awareness and response. All users of Academy Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying procedures.

Students are responsible for good behavior when using Academy Technology Resources – i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school

sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not approve any use of its Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying procedures.

Students may only use HVAM Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying procedures may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of HVAM Technology Resources that are not authorized by this policy and its accompanying procedures.

The Board designates the Educational Service Provider and Head of School, as the persons responsible for initiating, implementing, and enforcing this policy and its accompanying procedures as they apply to students' use of Academy Technology Resources.

Accountability

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

Do not interfere with other users' ability to access Highpoint Virtual Academy of Michigan'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-Highpoint Virtual Academy of Michigan commercial activities, non-Highpoint Virtual Academy of Michigan product advertising, or political lobbying on a Highpoint Virtual Academy of Michigan-owned instructional computing resource. Do not use Highpoint Virtual Academy of Michigan 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 Highpoint Virtual Academy of Michigan's instructional computing resources. Do not post any MP3 files, compressed video, or other non-instructional files to any Highpoint Virtual Academy of Michigan server.

Student Internet Safety

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

Network Etiquette

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

Respect other people's privacy. Do not broadcast online discussions, and never reveal another person's email address.

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 Highpoint Virtual Academy of Michigan computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

Highpoint Virtual Academy of Michigan Indemnification Provision

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

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

Confidential Communications of Students

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

Using Blackboard Collaborate

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

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

Please bear in mind that individual teachers may have expectations that are specific to their classrooms. Parents/guardians should remove their child from a Blackboard Collaborate session if the student displays

offensive behavior or is ill. If you must remove your child from a Blackboard Collaborate session, please contact the teacher to discuss the situation.

Parents and guardians 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 Blackboard Collaborate sessions. The goal of this instructional time is for your child to become an independent learner and critical thinker.

Please see below for Parent "I Understand Statements" and Signature Page.

Learning Coach and Student Compact

(Please print the I Understand Statements for easy reference.)

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

- I understand that my student is enrolled in a public school with attendance requirements that I am expected to meet. The state requirement is 7 hours per day depending on my child's grade level. Students in grades K-12 must complete 1,098 hours of instruction during the course of the school year.
- I accept the responsibility to supervise my student in using the K12 curriculum, and I understand that I am expected to become knowledgeable about it. Any other work accomplished by the student is supplemental to, and does not take the place of, the K12 curriculum lessons. Highpoint Virtual Academy of Michigan does not consider it acceptable to leave a student home alone or unsupervised all day to complete coursework.
- I understand and agree that student progress is an expected part of the Highpoint Virtual Academy of Michigan program, in addition to the attendance hours logged. Teachers review progress and consider other factors including parental input, when making student advancement decisions. Promotion is based on progress, content mastery, and/or credits earned, not simply attendance.
- I understand and agree that I am expected to follow the guidance and support of a certified teacher in implementing the Highpoint Virtual Academy of Michigan program with my student.
- I understand and agree that I am expected to participate in scheduled interactions with my student's teacher, and that I must submit work samples when requested by my student's teacher.
- I understand and agree that, as a public school, Highpoint Virtual Academy of Michigan students are required to participate in state standardized and other testing. My child is expected to participate fully in the testing at his or her grade level. Your participation is critical to HVAM remaining a school option for your child.
- I understand and agree that my child is expected to participate in NWEA, Stride, iReady, or other performance/achievement testing.
- I understand and agree that it is my responsibility to secure an internet service provider (ISP) in order to access the Online School.
- I understand that if I will be without internet for more than 24 hours I will notify my teacher and travel to a location, such as a library, that has internet access. Regular, daily attendance is still expected in order to meet state attendance guidelines.
- I understand and agree that I must have a working email address and notify the school if it changes.
- I understand and agree that Highpoint Virtual Academy of Michigan is a full-time public school program, and that my child may not be enrolled in any other full-time or part-time public or private school.
- I read and understand Highpoint Virtual Academy of Michigan policy for all addressed topics found in the Highpoint Virtual Academy of Michigan Handbook/Student Code of Conduct.

Signature Page

We have read and reviewed the Highpoint Virtual Academy of Michigan'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.

You may either fill out the information below or sign our electronic version. (Copy and paste the link into your web browser)

<https://na2.docusign.net/Member/PowerFormSigning.aspx?PowerFormId=e9a56103-f20e-43af-908c-bd1e751b5804>

<u>Student Signature(s)</u>	<u>Date</u>	<u>Parent Signature(s)</u>	<u>Date</u>
1.		1.	
2.		2.	
3.		3.	
4.		4.	

Please sign and return this signature page to your homeroom teacher or let them know when you've signed electronically.



HIGHPOINT
VIRTUAL ACADEMY
OF MICHIGAN