Michigan Online School
Student Handbook

School Year 2026-2027

Approved by the
Michigan Online School Board of Directors
October 26, 2026

Note: The Michigan Online School Parent Student Handbook is developed in partnership with parents and the Michigan Online School staff and is approved by the school's Board of Trustees. This Handbook does not constitute a contract between the school and the student/parent, and the school reserves the right at its discretion to change or amend the handbook at any time in the future.

Dear Students and Families,

Welcome to Michigan Online School (MOS). At Michigan Online School, we educate differently and have higher expectations to shape your future. Michigan Online School serves students across the great state of Michigan, and to ensure the best services to our families, we keep students at the heart of every decision we make.

Our goal for this school year is for MOS students to realize the highest levels of academic achievement ensuring college and career readiness. Our MOS Team of Teachers, Success Coaches, Counselors, and Administrators are your partners, and we are eager to support and to assist you and your family. To assist with your success at MOS, this handbook contains important information including calendars, phone numbers, school policies, and program descriptions. Please review the handbook before starting your courses, and periodically as questions or issues arise.

We have an exciting year ahead of us and are pleased that you have selected Michigan Online School. We welcome your questions and feedback as our partner in education and we look forward to a rewarding year for all!

Best,

The Michigan Online School Team

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Mission

To deliver a high quality, technology-based education that provides the skills and knowledge students need for success.

Vision

To transform education worldwide – one student at a time.

Values

- Student Focus
- Innovation
- Integrity
- Passion
- Communication

Our Commitment

The student is at the center of every decision we make.

School Directory

First Name	Last Name	Department	Role	Email
Elizabeth	Adams	Administration	Operations Manager	eadams@michiganonlineschool.com
Hannah	Anglebrandt	Student Services	Success Coach	hanglebrandt@michiganonlineschool.com
Rachel	Arens	Physical Education	Teacher	rarens@michiganonlineschool.com
Dakoda	Ash	State and Federal Programs	Math Interventionist	dash@michiganonlineschool.com
Shelby	Atkin	State and Federal Programs	ELA Interventionist	satkin@michiganonlineschool.com
Eric	Atnip	Special Education	HS Resource Teacher	eatnip@michiganonlineschool.com
Miranda	Auer	Special Education	Teacher	mauer@michiganonlineschool.com
Barry	Bach	Student Services	Success Coach	bbach@michiganonlineschool.com
Jennifer	Belmar	World Languages	Teacher	jbelmar@michiganonlineschool.com
William	Bock	Social Studies	Teacher	wbock@michiganonlineschool.com
Audrey	Brace	English	Teacher	abrace@michiganonlineschool.com
Terasa	Burt	Administration	Elementary Principal	tburt@michiganonlineschool.com
Sarah	Butler	English	ELA Teacher	sbutler@michiganonlineschool.com
Nancy	Campanellie	Elementary	Teacher	ncampanellie@michiganonlineschool.com
Deandre	Carter	Student Services	Success Coach	dcarter@michiganonlineschool.com
Kristen	Carter	State and Federal Programs	ML Teacher	kcarter@michiganonlineschool.com
Elaine	Cartwright	Special Education	Teacher	icartwright@michiganonlineschool.com

Kent	Case	English	Teacher	kcase@michiganonlineschool.com
Kellee	Chambers	Student Services	Success Coach	kchambers@michiganonlineschool.com
Delania	Chesser	SWD	Registrar	dchesser@michiganonlineschool.com
Kathryn	Cole	English	Teacher	kcole@michiganonlineschool.com
Kyle	Cornell	Special Education	Teacher	kcornell@michignonlineschool.com
Jennifer	Couzens	English	Teacher	jcouzens@michiganonlineschool.com
Mikaila	Davis	Elementary	Teacher	mdavis@michiganonlineschool.com
Haley	Dawe	Electives	Teacher	hdawe@michiganonlineschool.com
Kristen	Day	School Counseling	School Counselor	kday@michiganonlineschool.com
Katherine	Delmedico	Math	Teacher	kdelmedico@michiganonlineschool.com
Kyeata	Dukes	School Counseling	Resource Counselor	kdukes@michigaonlineschool.com
Jennifer	Dunning	Science	Teacher	jdunning@michiganonlineschool.com
Megan	Eickhoff	School Counseling	School Counselor	meickhoff@michiganonlineschool.com
Stacey	Ewing	State and Federal Programs	ELA Interventionist	sewing@michiganonlineschool.com
Holly	Fahler	Elementary	Teacher	hfahler@michiganonlineschool.com
Lisa	Faulkner	High School	Teacher	lfaulkner@michiganonlineschool.com
Margaret	Feldt	Special Education	School Psychologist	mfeldt@michiganonlineschool.com
Cindy	Flynn	Special Education	Teacher	cflynn@michiganonlineschool.com
Whitney	Gaskell	English	Teacher	wgaskell@michiganonlineschool.com
Anthony	Gismonde	Business/Tech	Teacher	agismonde@michiganonlineschool.com
Chelsey	Gismonde	Elementary	Teacher	cgismonde@michiganonlineschool.com
Amy	Gregory	Student Services	Success Coach	agregory@michiganonlineschool.com
Stephanie	Hargens	Administration	Superintendent	shargens@michiganonlineschool.com

Kaia	Harris	Student Services	Success Coach	kharris1@michiganonlineschool.com
Sarah	Harris	Student Services	Success Coach	sharris@michiganonlineschool.com
Johannah	Hawkins	English	Teacher	jhawkins@michiganonlineschool.com
Rita	Hazime	Science	Teacher	rhazime@michiganonlineschool.com
Jennifer	Hendrickson	Operations	Registrar	jhendrickson@michiganonlineschool.com
Madison	Hetland	Elementary	Teacher	mhetland@michiganonlineschool.com
Tone	Holland	School Counseling	School Counselor	tholland@michiganonlineschool.com
Laural	Horton	Special Education	Teacher	lhorton@michiganonlineschool.com
Stacey	Hull	Administration	Counseling & Student Services Coordinator	shull@michiganonlineschool.com
Colleen	Kayl	Administration	Assistant Secondary Principal	ckayl@michiganonlineschool.com
Lahryn	Kellam	Social Studies	Teacher	lkellam@michiganonlineschool.com
Ashley	Kleikamp	Math	Teacher	akleikamp@michiganonlineschool.com
Christine	Koester	Operations	Testing Coordinator	ckoester@michiganonlineschool.com
Claire	Krukowski	Special Education	Teacher	ckrukowski@michiganonlineschool.com
Megan	Kuntz	Elementary	Teacher	mkuntz@michiganonlineschool.com
Justin	Langel	Social Studies	Teacher	jlangel@michiganonlineschool.com
Donyll	Lewis	Student Services	Field Success Coach	dlewis@michiganonlineschool.com
Breea	Liberty	Special Education	Speech and Language Pathologist	bliberty@michiganonlineschool.com
Ciera	Lopez	Student Services	Success Coach	clopez@michiganonlineschool.com
Clairessa	Love	Math	Teacher	clove@michiganonlineschool.com
Deidra	Lowis	Student Services	Field Success Coach	dlowis@michiganonlineschool.com

Jack	Lupro	High School	Teacher	jlupro@michiganonlineschool.com
Lydia	Magnell	Operations	Dean of Attendance & Truancy	lmagnell@michiganonlineschool.com
Courtney	Majerski	Special Education	Teacher	cmajerski@
Amela	Mandzukic Bogdanic	Special Education	Teacher	amandzukicbogdanic@michiganonlineschool.com
Jennifer	McElroy	Special Education	Teacher	jmcelroy@michiganonlineschool.com
Alexis	McGhee	State and Federal Programs	Math Interventionist	amcghee@michiganonlineschool.com
Megan	McLaren	Science	Teacher	mmclaren@michiganonlineschool.com
Joanna	McLean	Math	Teacher	jmclean@michiganonlineschool.com
Emma	Michael	State and Federal Programs	Literacy Interventionist 3rd-5th	emichael@michiganonlineschool.com
Antrunika	Miller	Special Education	School Social Worker	amiller@michiganonlineschool.com
Jacqueline	Mitchell	Science	Teacher	jmitchell@michiganonlineschool.com
Jamie	Mlinarich	State and Federal Programs	ELA Interventionist	jmlinarich@michiganonlineschool.com
Katherin	Mohney	Administration	State and Federal Programs Manager	kmohney@michiganonlineschool.com
Megan	Myers	Special Education	Teacher	mmyers@michiganonlineschool.com
Gabrielle	Nelson	Math	Teacher	gnelson@michiganonlineschool.com
Janice	Orlando	Special Education	Teacher	jorlando@michiganonlineschool.com
Vestita	Ortiz Ward	Operations	State Reporter	vortiz@michiganonlineschool.com
Kristen	Papke	Special Education	School Social Worker	kpapke@michiganonlineschool.com
Adrian	Perkins	Student Services	Field Success Coach	aperkins@michiganonlineschool.com

Brian	Poppen	Math	Teacher	bpoppen@michiganonlineschool.com
Nicole	Porada	Elementary	Teacher	nporada@michiganonlineschool.com
Nicole	Pullen	Elementary	Teacher	npullen@michiganonlineschool.com
Linda	Rakow-Schenkoske	Special Education	Teacher	lrakow-schenkoske@michiganonlineschool.com
Yesica	Ramirez	Counseling	School Social Worker	yramirez@michiganonlineschool.com
Matt	Rische	Special Education	Special Education Compliance Coordinator	mrische@michiganonlineschool.com
Grisela	Rivera	Special Education	Special Education Manager	grivera@michiganonlineschool.com
Denice	Roberson	Student Services	Success Coach	droberson@michiganonlineschool.com
Kristina	Rogers	State and Federal Programs	Math Interventionist	krogers@michiganonlineschool.com
Melanie	Rowland	State and Federal Programs	MTSS Coordinator	mrowland@michiganonlineschool.com
Paige	Russo	Elementary	Teacher	prusso@michiganonlineschool.com
Kimberly	Schultz	Elementary	Teacher	kschultz@michiganonlineschool.com
Courtney	Schweers	Special Education	Speech and Language Pathologist	cschweers@michiganonlineschool.com
Rachel	Sharma	State and Federal Programs	ML Teacher	rsharma@michiganonlineschool.com
Taylor	Shivers	Student Services	Success Coach	tshivers@michiganonlineschool.com
Jason	Sigmon	Social Studies	Teacher	jsigmon@michiganonlineschool.com
Jon	Simmons	Science	Teacher	jsimmons@michiganonlineschool.com
Rachel	Speelman	School Counseling	Counselor Tech & Resource	rspeelman@michiganonlineschool.com

			Counselor	
Jeanette	Stach	Special Education	Transition Coordinator	jstach@michiganonlineschool.com
Shyla	Stanford	Student Services	Success Coach	sstanford@michiganonlineschool.com
Amy	Stirling	Administration	MS & HS Principal	astirling@michiganonlineschool.com
Jordan	Stroud	Special Education	Teacher	jstroud@michiganonlineschool.com
Rebecca	Stone	Operations	Office Manager	rstone@michiganonlineschool.com
Lorian	Tompkins	Special Education	Teacher	ltompkins@michiganonlineschool.com
Mitch	VanOchten Jr	Math	Teacher	mvanochten@michiganonlineschool.com
Feliesha	Virgo	School Counseling	School Social Worker	fvirgo@michiganonlineschool.com
Elizabeth	Williams	Special Education	School Psychologist	ewilliams@michiganonlineschool.com
Heidi	Whitaker King	Social Studies	Teacher	hwhitaker@michiganonlineschool.com
Mackenzie	Zagorski	State and Federal Programs	Math Interventionist	mzagorski@michiganonlineschool.com

School Contact Information

Phone: 269-216-6972
Attendance Hotline: 269-216-6972 option 3
Email: admin@michiganonlineschool.com
enrollment@michiganonlineschool.com

Social Media Sites

Website: www.michiganonlineschool.com
Facebook: www.facebook.com/michiganonlineschool/ X @MiOnlineSchool
Instagram: michiganonlineschool

Academic Calendar

First Day of School	September 8
Thanksgiving Break	November 26-27
Winter Break	December 21 – January 1
Martin Luther King Jr. Day	January 18
End of First Semester	January 20

Semester Break	January 21-22
First Day of Second Semester	January 25
President's Day	February 15
Spring Break	March 29 - April 2
Memorial Day	May 31
Last Day of School	June 16

Online Learning

Online learning is not for everyone, but for those who are up to the challenge and for those who seek to learn in a flexible, self-driven environment, MOS offers a unique educational opportunity for Michigan students and their families. Students are afforded a highly flexible schedule for completing their studies, a tremendous level of support from their teachers, and an award- winning curriculum that provides a robust education.

Students should note the following requirements:

- Have an active email address, and respond to communications regularly;
- Maintain reliable internet access;
- Must be self-motivated, disciplined and committed; and
- Have effective time management skills.

The student's role at MOS is to learn to the best of his or her ability. Students should expect to take age-appropriate, individual responsibility for their own learning, such as: applying themselves to their studies in a focused and serious manner; working diligently; becoming engaged in the lessons and activities; asking questions; exploring personal interests; improving areas of academic weaknesses; capitalizing on strengths; and always completing their own work and upholding the principles of the MOS Student Code of Conduct.

Non-Discrimination Equal Educational Opportunity Policy

Michigan Online School prohibits discrimination on the basis of race, color, national origin, sex (including sexual orientation or gender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, in its programs and activities, including employment opportunities.

All employees shall report to the Title IX Coordinator at any time the employee has notice of sexual harassment, including allegations of sexual harassment.

The following have been designated to handle inquiries regarding non-discrimination policies and can advise parents on the specific civil rights grievance procedure.

Title IX Coordinator
Stephanie Hargens
Michigan Online School Superintendent
209 S. State Street

PO Box 408
Gobles, MI 49055
shargens@michiganonlineschool.com
Office: 269.888-3073

Section 504 Coordinator
Johannah Hawkins
jhawkins@michiganonlineschool.com
Office: 517.657.8363

This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, Americans with Disabilities Amendment Act of 2009, and the Michigan Human Relations Act. Information relative to special accommodation, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained by contacting the school.

Admission Policy

When maximum enrollment for a grade has been reached, applicants shall be placed on a waiting list and admitted based on the verification date and timestamp of the student's application. Preferences will be given to:

A. Pupils who were enrolled in the Academy in the immediately preceding school year
B. Siblings of a pupil enrolled in the Academy; and
C. Children of a person who is employed by or at the Academy or who is on the Board of Directors

Protection of Pupil Rights Amendment (PPRA) Notification

Description of Intent

The school follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the school's programs and strategies. From time to time, the school will collect and analyze student performance data and various measures of effectiveness. Families may also be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, parent, and family members will not be revealed, and results will only be reported in the aggregate or by sub-groupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords parents of minors' certain rights regarding the school's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

- The right to provide consent before students are required to submit to a survey that concerns one or more

protected areas ("Protected Information Survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education. Protected areas include the following:

1. political affiliations or beliefs of the student or student's parent
2. mental or psychological problems of the student or student's family
3. sexual behavior or attitudes
4. illegal, antisocial, self-incriminating, or demeaning behavior
5. critical appraisals of others with whom respondents have close family relationships
6. legally recognized privileged relationships, such as with lawyers, doctors, or clergy
7. religious practices, affiliations, or beliefs of the student or parent/
8. income, other than as required by law to determine program eligibility

- The right to receive notice and an opportunity to opt a student out of the following:
  1. any other Protected Information Survey, regardless of funding
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law
  3. activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others

- The right to inspection, upon request and before administration or use, of the following:
  1. Protected Information Surveys of students
  2. instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
  3. instructional material used as part of the educational curriculum

Notification Procedures

The school will work to develop and adopt policies regarding these rights in consultation with parents. The school will also work to plan to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The school will directly notify the parent of these policies annually in this PPRA Notice or after any substantive changes. The school will also directly notify by U.S. mail, e-mail, or other reasonably available method, the parents of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent to opt students out of participation in the specific activity or survey. The school will make this notification to parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, the parent will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. The parent will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- collection, disclosure, or use of personal information for marketing, sales, or other distribution
- administration of any Protected Information Survey funded in whole or in part by U.S. Department of Education
- any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA

Where a student is scheduled to participate in these activities, the student will be notified as described above.

Reporting a Violation

The parent/or student who believes his/her rights have been violated may file a complaint to the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Rights and Responsibilities of Students and Parents

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:

- on all school days, attend school daily
- put forth a conscientious effort in all school assignments
- have knowledge of and conform to, the school rules and regulations and applicable laws
- use appropriate speech refraining from indecent, obscene or foul language
- Use school computers, devices, networks, and other technology responsibly, appropriately, and in accordance with the district's Acceptable Use Policy. Students are expected to use technology for educational purposes, protect their own and others' privacy, and refrain from accessing, creating, or sharing inappropriate content.
- report incidents or activities that may threaten or disrupt the school to a staff member
- a public-school education up to 20 years of age
- to not be excluded from school 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 the primary language

Parents/Guardians

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

- ensure that their children between Kindergarten and 12th grades and under the age of 21, are enrolled in Michigan Online School, and attend school regularly in accordance with the laws of the State of Michigan.
- enroll their child in another school if he/she withdraws from Michigan Online School
- present to the school administration any concern or complaint in a calm, reasoned manner
- work with their student daily to ensure that student is completing assignments
- Monitor their child's use of school-issued and personal technology used for school purposes, reinforce responsible digital citizenship, and ensure their child uses school computers, devices, software, networks, and online resources in accordance with the district's Acceptable Use Policy.
- 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 (MSTEP, MI-Access, WIDA Screeners, WIDA Access, PSAT, SAT, and ACT WorkKeys) and benchmark assessments scheduled by Michigan Online School
- ensure that their child receives the periodic health examinations required by law.
- receive regular official reports of their child's academic progress
- inspect, copy, and challenge according to the appropriate guidelines 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
- to testify and present witnesses on his own behalf; and
- has the right to appeal to the appropriate judicial authority

Academic Integrity

Academic Integrity

Integrity, especially academic integrity, is a core value of Michigan Online School (MOS). Students are expected to complete all coursework honestly and ethically and to demonstrate their own knowledge, understanding, and skills.

Unless otherwise authorized by the teacher, all assignments, assessments, projects, discussions,

quizzes, examinations, and other academic work must represent the student's original work. Students may not submit work completed by another person or generated primarily by artificial intelligence (AI) or other technology as their own.

The use of artificial intelligence (AI), including generative AI tools (such as ChatGPT, Copilot, Gemini, or similar technologies), may be permitted only when expressly authorized by the teacher for a specific assignment or activity. When AI or other assistive technologies are approved for use, students must:

- Use the technology only in the manner permitted by the teacher.
- Disclose that AI or assistive technology was used, when required.
- Properly cite or acknowledge the use of AI or other sources in accordance with teacher instructions.
- Be prepared to explain, revise, or demonstrate understanding of any work submitted.

Students may not use AI or other unauthorized resources to complete quizzes, tests, examinations, or other assessments.

Collaboration with other students is permitted only when specifically authorized by the teacher. Students may not allow others to copy, submit, or reuse their work, nor may they submit another person's work, AI-generated content, or copied material as their own.

Plagiarism, cheating, fabrication, unauthorized collaboration, and other forms of academic dishonesty are strictly prohibited and may result in disciplinary action, loss of academic credit, or other consequences as outlined in this handbook.

Academic Dishonesty Policy

Academic integrity is highly valued at Michigan Online School. Incidents involving plagiarism, cheating, unauthorized use of artificial intelligence (AI), and other forms of academic dishonesty are serious offenses that warrant immediate administrative attention. Students are required to submit original work and accurately represent their own knowledge and understanding. The use of artificial intelligence (AI), including generative AI tools, is permitted only when expressly authorized by the teacher for a specific assignment or activity. When AI is authorized, students must use it in accordance with the teacher's instructions and properly acknowledge or cite its use. Students are obligated to cite the sources of all references and materials used in completing academic work. Submitting work created by another person or generated primarily by AI as one's own, using AI on assessments or assignments without teacher authorization, or otherwise misrepresenting the originality of submitted work constitutes academic dishonesty. See the Student Rights and Responsibilities and Behavior Guidelines sections of this handbook for additional information regarding this policy.

Non-citation infraction:

- 1st incident = counseling on the correct use of citations with the teacher and student

- 2nd incident = grade of zero on assignment, counseling on the correct use of citations with the teacher, student and parent(s)/guardian(s)

Citation infraction

- 1st incident = counseling on correct use of citations with the teacher and student
- 2nd incident = grade of zero on assignment must redo the assignment in own words to earn credit along with counseling on the correct use of citations with the teacher, student and parent(s)/guardian(s)
- 3rd incident = grade of zero on assignment, must redo the assignment in own words to earn credit along with counseling on the correct use of citations with the teacher, student and parent(s)/guardian(s), and administrative review

Plagiarism

Plagiarism is copying or using ideas or words (from another person or classmate, the Internet, artificial intelligence, or other print source) and representing them as your own. If an instructor confirms that a student has plagiarized work in any manner, the students will be subject to consequences determined by MOS administration and may be removed from the course with a failing grade.

Source Citation

Many courses require written work that includes information from outside sources. Students are expected to give proper credit to all sources used in their academic work and to follow the citation style required by their teacher (e.g., APA, MLA, or another approved format).

Direct quotations from course materials should be cited using the format specified by the teacher. Information obtained from books, journals, articles, websites, or other print or digital sources must include appropriate citations identifying the author, title, publication or website, publication date (if available), and other information required by the applicable citation style.

The use of artificial intelligence (AI), including generative AI tools, is permitted only when expressly authorized by the teacher. When AI use is approved, students must:

- Follow all teacher instructions regarding the appropriate use of AI.
- Acknowledge or cite AI-generated content in the citation format required by the teacher.
- Include the AI tool used, the date of use, and any additional information required by the selected citation style.
- Be prepared to provide the prompts used to generate AI-assisted content if requested by the teacher.
- Review, verify, and take responsibility for the accuracy of all AI-generated information before submitting it as part of an assignment.

Citing an AI tool does not excuse plagiarism or academic dishonesty. Students remain

responsible for ensuring that all submitted work is accurate, properly attributed, and represents their own understanding of the material.

Program Information

The Michigan Online School success coaches and teachers will maintain contact with students via online video and audio conferences, online lessons through interactive webinars, help hours, email, text, and phone. Through these contacts the success coach and teacher will communicate clear learning goals for each student and monitor progress towards these goals throughout the school year.

As expected, students identified as at-risk (academically, emotionally, or socially) will hold a higher priority of contact as determined by the Michigan Online School team and the parents/guardians. Students with disabilities sometimes also require more interaction. The general and special education teachers will work collaboratively to ensure increased interaction.

The subject-specific teacher and the Success Coach are the primary contacts for students and parents/guardians. Michigan Online School teachers are certified by the State of Michigan, and each is highly qualified to provide instruction and intervention strategies as needed and to address the following types of instructional questions:

- Questions about the curriculum or materials
- Questions about the scope and sequence of courses
- Questions about modifying assessments for students with documented Special Education modifications
- Questions about grading and progress reports; and
- Requests for help with an assessment or concept

Teachers and Success Coaches proactively monitor each student's progress through Canvas and regularly contact students and/or parents/guardians via phone, texting, email, and live online class sessions. Teachers score assessments and provide feedback on the student's performance through formal means such as assessment grades, comments, and regular progress reports, as well as informal means, such as phone calls, online communication, and discussion-based assessments.
Depending on a student's needs and grade level, teachers provide instruction differently. Generally, in grades 6-12 students will have a different subject- specific teacher for each course. Students in grades K-5 will have 1 teacher for all core-content courses and 1 teacher for electives.

Students can work on their courses anytime or anywhere they have internet access; however, if a student is visiting out of the state or country for more than two weeks, he or she, or the parent/guardian must notify school administration. Each course has a teacher to facilitate the student's learning. Students complete assignments on their own time at their own pace within the semester or quarter using the suggested pacing for the course. The student submits assignments to the teacher through Canvas. Courses must be completed by the quarter or semester end date..

Students engage in online discussions and/or chats in a secure environment based on needs. High school courses meet the state standards for the Michigan Merit Curriculum (MMC) resulting in a Michigan high school diploma.

An online school requires the use of technology to promote and support student learning. All school participants, including parents or legal guardians, students, and staff, will use Canvas which is the Learning Management System (LMS) made available by MOS, as well as the Internet to communicate and share information.

Hardware and software requirements for accessing the Canvas LMS can be met by using your personal computer, your Michigan Online School provided Chromebook, a computer in a public library, or any other computer, if the equipment used meets the MOS minimum specifications. Note that accessing Canvas via a mobile phone is not a supported device and we cannot guarantee access to course requirements.

Student Online Learning Tips

- **Communication** – Be consistent in communicating with your teachers and success coaches. Make sure you read and respond to all communications within 24 hours.
- **Time Commitment** – Make sure to pace yourself. Commit to at least 60 minutes in each course each school day. Login and work regularly on all school days at a pace sufficient to complete courses within the standard guidelines, as well as to meet the state's attendance requirements for Michigan Online School.
- **Reading** – Many communications and directions will come via Canvas Inbox or email. Read everything completely to ensure understanding. Carefully read what you write before you submit the communication.
- **Participate** – It is not enough to simply login. Students who participate in classes, submit their required assignments, interact with their teachers and Success Coach, and attend live sessions have higher grades and more success.
- **Syllabus** – Make sure you are familiar with the course outline and requirements for each of your courses.
- **Do Not Give Up** – Be persistent, do not ignore problems and be sure to communicate with your teachers, counselors, and Success Coaches regularly. There is a path for everyone to succeed. You just need to commit the time and energy to find and follow the path. We are here to help you grow to your potential, and we expect your best efforts.

Grade Reporting and Parent Teacher Conferences

Parents/Guardians have real time access to their child's schoolwork, grades, and feedback. Report cards are sent via email at the end of each semester, along with a progress report at each quarter. A strong partnership between parent/guardian and teacher is vital to a student's success. Parent-teacher conferences will be held twice per year. During semester 1, in late

October or early November, and during semester 2, in March. Parents/guardians are expected to attend and participate in conferences. If unable to attend, parents should provide 24 hours' notice so a new time may be scheduled. Failure to provide notice takes valuable time away from teachers to serve and support students. Teachers will reschedule a conference one (1) time.

Multi-Tiered System of Support (MTSS)

Multi-Tiered System of Supports (MTSS) is an evidence-based framework designed to provide data-driven academic, social/emotional, and behavioral interventions. Its primary goal is to address the needs of the whole child by offering integrated instruction and interventions at varying levels of intensity, or tiers, based on individual student needs and data gathered from all stakeholders.

The continuum of support begins at the classroom level (Tier 1) and escalates in intensity and duration as needed. Supports are designed to complement one another, with each layer building upon the previous one - no intervention should replace another unless data indicates such a change is necessary. School staff work with small groups of students requiring additional interventions (Tier 2) beyond core instruction. Specialists, such as Interventionists, Resource Counselors, School Social Workers, and Field Success Coaches provide individualized interventions (Tier 3) to students demonstrating severe and persistently challenging academic and/or non-academic needs.

Grade Appeal Process

Report card grade appeals must be made within 30 days of the report card being issued to the principal. Appeals may only be made based upon one of the following criteria:

1. The grade was issued in error. This includes situations where there was a miscalculation of grade points that resulted in a lower grade for the appealing student. The student must clearly demonstrate the miscalculation. It also includes situations such as missing records, ungraded assignments, mistaken grade entries, and the like.
2. A miscalculation resulted in the incorrect grade being assigned

For assignment grades, the best approach is to contact the teacher first to discuss the situation before moving to a formal appeal. Formal appeals must take place within a 30-day window after the assignment is due.

At least 10 business days are required for staff to review a grade appeal request and issue an official decision.

The Elementary School Program

Academic Advancement (Grades K-5)

Academic advancement at the elementary is made collectively by the parent, teacher, and principal. The decision centers around what is best for the student. Academic achievement through standard mastery is the goal for all students, and we recognize students learn in different ways and at different paces. The elementary program offers families flexibility, encouraging families to spend the time needed daily, and throughout the year, to reach mastery of skills through a robust curriculum and live sessions with their teacher (both large and small groups, as well as 1:1s).

At the conclusion of each school year, parents, teachers, and principal will evaluate every student's course level and grade level. Students can advance to the next course level at any time of the year up to March 30th. Together, a decision on the advancement of the student will be made. Advancement of a student from one course level to the next requires the approval of MOS Administration. Sufficient progress in all courses is expected before course level advancement in one area may be considered.

Pacing of Classes (K-5)

Our courses are designed to support steady, consistent progress that allows students to meet their academic goals by the end of each quarter. While students may have some flexibility to work at their own pace, this is always dependent on mastery of lessons, standards, and skills. "Skipping around" within a course is not permitted, as each lesson builds upon the previous one.

Some courses follow a set pacing schedule with firm due dates and limited opportunities to make up missed work. It is important that students follow the course timeline to avoid falling behind. While we recognize that students may occasionally need more time on certain lessons, the expectation is for students to engage consistently throughout each quarter—not to complete large amounts of work all at once.

To support this, each semester is divided into two quarters. A dedicated **catch-up week** is provided at the end of each quarter and semester for students to submit any missing work. After this period, any outstanding assignments will remain a **zero** in the gradebook and will impact the quarter grade. This pacing structure encourages accountability, supports better retention of learning, and allows teachers to identify and support struggling students earlier in the term.

All coursework must be completed by the last day of the quarter, and one year of learning is expected to be completed within one school year. Students who are not maintaining the expected pace will receive outreach and support from their teacher and Success Coach to help them get back on track.

Live Class Attendance

Live class sessions are an essential part of our virtual school experience. Students are required to attend all live sessions they are invited to throughout the week. These sessions often include important instruction,

interactive learning, and assessments that can only be completed in a live setting.

Attending live classes gives students the opportunity to stay on track academically, receive real-time support, and actively engage with both their teacher and classmates. These sessions are designed to make learning more effective and enjoyable through discussion, collaboration, and direct instruction.

Some live sessions will be graded, and students must attend the live class in order to earn credit. Recordings will not be accepted in place of live participation for these sessions.

Participation in live classes means more than just logging in—it includes being actively involved in the learning experience. Students will be asked to turn on their camera and use their microphone to engage in discussions or assessments. Participation can also include using the chat box, responding to teacher questions, and contributing to group activities.

We recognize that things come up from time to time, and we encourage families to communicate with teachers in advance if a student is unable to attend a session. Consistent attendance and active participation are key to student success, and we're here to support every student along the way.

Promotion and Retention (K-5)

Promotion or retention for the next grade level is determined through a comprehensive review of each student's academic progress and achievement throughout the school year. Michigan Online School strives for all students to meet grade-level expectations while recognizing each student's individual growth and learning journey.

Promotion decisions are based on multiple measures of student learning, including academic achievement, demonstrated mastery of grade-level standards and skills, participation in required assessments, engagement, attendance, teacher observations, and other evidence of student learning. Course completion and passing grades are important indicators of progress; however, they are not the sole factors considered when determining promotion. Students must be able to demonstrate the knowledge and skills expected for their grade level through authentic evidence of learning.

If a student's demonstrated academic skills differ significantly from course performance, the school may consider additional evidence of learning when determining promotion or retention. The retention of any student will be based on a thorough review of the individual case, with the final decision made collaboratively by school administration and the student's parent(s)/guardian(s), in accordance with state regulations.

Individual Reading Improvement Plans

In 2016, the Michigan Legislature passed a law that requires schools to identify learners who are struggling with reading and writing and to provide additional help. Following this law, MOS administers and iReady testing to students in Kindergarten through fifth grade to determine deficiencies, and identify students who need intervention and support.

Students being identified as needing support will receive an Individualized Reading Improvement Plan (IRIP). The IRIP provides parents with reading scores and an interpretation of these scores. The IRIP also contains a Read at Home Plan with recommendations to follow in order to help students reach grade level reading proficiency.

Honor Roll (K-5)

K-5th grade students will receive Honor Roll each semester for receiving no semester grade lower than a B-.

Physical Education

Michigan Online School recognizes the important role Physical Education plays in a well-rounded curriculum. Elementary students will have Physical Education year-round.

Elementary School Library

We are pleased to offer families access to our comprehensive Virtual School Library, a valuable resource that provides a wide range of books suitable for all ages and interests. We encourage parents and guardians to explore the available selections and make informed choices that align with your family values and expectations. This collaborative approach ensures that the reading materials chosen are appropriate and enriching for your child. We appreciate your involvement in fostering a love of reading and supporting your child's educational journey.

Testing

To ensure a comprehensive understanding of each student's academic strengths and areas for growth, all students will participate in diagnostic testing using the iReady and/or MindPlay platforms. These diagnostic assessments will be administered three times per year—in the fall, winter, and spring. The results from these assessments are crucial for evaluating individual student progress and for assigning personalized learning paths that best support each student's educational needs. Participation in these tests is mandatory for all students.

Students on a modified curriculum will take the Unique Assessments. The IEP Team will determine whether a student will take the iReady and/or other district- and state-administered assessments.

In addition to diagnostic assessments, students will complete required course-based assessments throughout the school year. To ensure assessments accurately reflect each student's knowledge and skills, students will be required to attend live testing sessions with both their webcam and microphone enabled. Students will also be required to complete assessments within their courses using audio and video recording features to demonstrate their learning. Participation in all required assessments, whether completed live or within the course, is mandatory and serves as an important component of documenting student progress and academic

achievement.

Grading Scale (K-5)

To support student success and accountability, the elementary school uses a **quarterly grading structure** while maintaining semester-based report cards. Each semester is divided into two quarters, and student grades are calculated as follows:

- **Semester 1 Final Grade** = 50% Quarter 1 + 50% Quarter 2
- **Semester 2 Final Grade** = 50% Quarter 3 + 50% Quarter 4

Students will have a dedicated **catch-up week** at the end of each quarter to submit any missing work. After this week, any assignments not submitted will remain a **zero in the gradebook** and will be reflected in the student's semester grade.

This system encourages consistent engagement and helps students stay on pace while reducing last-minute stress. Families will be encouraged to monitor student progress regularly, and teachers will provide support and feedback throughout each quarter to help students succeed.

Michigan Online School Grading Scale	
100% - 93%	**A**
92 – 90	**A-**
89-87	**B+**
86-83	**B**
82-80	**B-**
79-77	**C+**
76-73	**C**
72-70	**C-**
69-67	**D+**
66-63	**D**

62-60	**D-**
<60	**F**

Citizenship Skills for Successful Virtual Learners		
C=Consistently	**S=Sometimes**	**R=Rarely**
Follows directions		
Interacts well with peers during live class time		
Meets class behavior expectations		
Actively participates in learning		
Completes assignments on time		
Meets school-wide acceptable use policy		
Puts forth best effort		
Works independently and asks for help when needed		
Responds to emails within 24 hours		
Responds to phone calls within 24 hours		
Parent Teacher Conference Attendance		

The Middle School Program

Academic Advancement (Grades 6-8)

It is important to understand that the decision to advance a student to the next course or grade level is made jointly by the parent and school. The decision focuses on what is in the best interest of the child. Michigan Online School understands children do not learn at the same rate or in the same manner. The program offers families flexibility in scheduling and instructional strategies. Michigan Online School encourages families and students to spend the time needed daily and throughout the year to reach mastery of lesson objectives.

Pacing of Classes (6-8)

Course Pacing (Grades 6–8)

Courses are organized by quarter and are available to students only during the assigned grading period. Students are expected to complete all required coursework within the designated quarter. Once a quarter has ended, coursework from that quarter will close and will no longer be

available for submission unless otherwise approved by school administration in accordance with district policy. Teachers will pace each course to help students successfully meet the course standards. Students who fall behind the expected pace will receive communication from their teachers and Success Coaches regarding their progress and the expectation to return to pace. Students must complete course activities in the sequence established by the course. Skipping ahead or completing assignments out of order is not permitted unless authorized by the teacher. Students are expected to complete one year of coursework within one academic year. Any course schedule changes must be requested and completed by the deadlines communicated by Michigan Online School.

Promotion and Retention (6-8):

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 and are analyzed near the end of the academic year. Michigan Online School believes that the promotion of students from one grade to another should be based on the student's ability, engagement, achievement, and attendance. Michigan Online School recognizes that social promotion and grade retention are not necessarily successful in remediating student academic weaknesses without supplemental support to address areas of academic weakness. The retention of any student will be based on a thorough review of the individual case with the final decision resting with the school administration and the parents/guardians.

Students will be promoted to the next grade if they meet the following criteria:

- 90% course completion in language arts, mathematics, science and history
- Passing grades in language arts, mathematics, science, and history
- Appropriate social, emotional, and physical well-being and adjustment

If students do not meet the above criteria, they may take End of Course exams to show mastery of content. Students showing mastery (80% or better) of content on End of Course exams may be promoted. Students who do not pass End of Course exams with mastery (80% or better) may be retained.

Parents of students at risk of not being automatically promoted shall be notified as soon as possible and shall be requested to meet with appropriate school officials to discuss and implement appropriate mitigation strategies.

Michigan Online School will use a comprehensive process of review when a student is at risk of retention. Middle school and/or high school team members who have concerns regarding students at risk of not being automatically promoted will compile documentation to assist in making an informed decision regarding appropriate placement

for the student. Michigan Online School will review the following documentation, as well as other pertinent information

- Retention/Promotion Forms
- Student Progress Snapshot
- Student Data
- Samples of Writing
- Attendance Records

Upon review of the assembled data, the Michigan Online School team may prescribe intervention measures to assist in avoiding retention.

Honor Roll (6-8)

6^{th}-8^{th} grade students will receive Honor Roll each semester for receiving no semester grade lower than a B-. No Credit (NC) or Credit (CR) grades will eliminate a student from the ability to earn honor roll.

Proficiency and Support

Students who do not test at grade level in math or English language arts on the iReady Diagnostic Assessment will be required to spend more time working on their math and/or English language arts content. In addition to the standard math or English language arts class, students not at grade level will be expected to work daily in iReady on their Personalized Instructional Pathway to build skills in math and English language arts and to close knowledge gaps. This enables students to work toward proficiency and academic success in their courses.

Grading Scale (6-8 Grades)

Michigan Online School Grading Scale	
100% - 93%	**A**
92 – 90	**A-**
89-87	**B+**
86-83	**B**
82-80	**B-**

79-77	**C+**
76-73	**C**
72-70	**C-**
69-67	**D+**
66-63	**D**
62-60	**D-**
<60	**F**

The High School Program

Courses are delivered by semester. Courses consist of multiple units, lessons, and activities. 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 schedule that fits each student; however, students are expected to login and work in each of their six classes per school day. The Michigan Online School High School program is primarily asynchronous – students work according to their own individual daily schedules. Teachers provide both asynchronous and live synchronous support.

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

At the center of the Michigan Online School High School program is the Michigan Online School student.

High School Grading Policies

A student's final grade will reflect the actual points earned compared to the total points possible. MOS uses a standard grading procedure. The purpose of the grade is to indicate the extent to which the student has acquired the necessary learning. Students earn grades based on proficiency of content. Teachers will use these points to assign letter grades, according to Michigan Online School grading policies.

Students and parents/guardians can access the current grades for all courses by viewing their Canvas course gradebooks at any time during the semester. Students are responsible for their own work.

Grading Scale (9-12)

Michigan Online School Grading Scale	
100% - 93%	**A**
92 – 90	**A-**
89-87	**B+**
86-83	**B**
82-80	**B-**
79-77	**C+**
76-73	**C**
72-70	**C-**
69-67	**D+**
66-63	**D**
62-60	**D-**
<60	**F**

Credits (9-12)

All students will be placed in 9th, 10th, 11th, or 12th grade using the credit scale below. Students are not promoted until they have earned enough credits to move up to the next grade level. Grade levels are assigned once per year in the fall or upon enrollment with review of a student's official

transcript.

- **9th Grade** = 0-4 cumulative credits earned
- **10th Grade** = 5-9 cumulative credits earned
- **11th Grade** = 10-14 cumulative credits earned
- **12th Grade** = 15+ cumulative credits earned

Graduation Requirements

In accordance with Michigan Revised School Code 380.1278a and b and Michigan Online School academic standards, all students must complete all course requirements. Please pay close attention to the new credit breakdown and where you need to earn credits. Students must earn 22 credits per Michigan Merit Curriculum High School graduation requirements. Graduation takes place in the summer of each year at a to-be-determined location. Students will have the opportunity to purchase caps and gowns for graduation. All seniors will go through a graduation audit to ensure all requirements have been met.

Course Requirements (9-12)

Required Classes for Graduation	
English/Language Arts	4 credits
Mathematics	4 credits (to include Algebra I, Geometry, Algebra II, and financial literacy)
Science	3 credits (to include Biology, Physical Science and Earth Science)
Social Studies	3 credits (World History and Geography, US History and Geography, .5 credit Government and 0.5 credit Economics)

Physical Education	0.5 credit

Health	0.5 credit
Visual/Performing/Applied Arts	1 credit
World Language	2 credits
Electives	4 credits

Michigan Online School Credit/No Credit Grading Scale	
100%-60%	CR
<60%	NC

Determining Class Rank and Honor Roll (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. CR final grades may risk eligibility 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**

High School Promotion

Promotion at Michigan Online School's High School is based upon credits earned by

the individual students. At each grade level there are specific courses, or categories of courses that students are required to take. Depending on each student's Graduation plan and post high school goals, the student will be expected to master the total credits needed for graduation.

Proficiency and Support

Students who do not test at grade level in math or English Language Arts on the IXL or iReady Diagnostic Assessment will be required to spend more time working on math and/or English Language Arts content. In addition to the standard math or English Language Arts class, students not at grade level will be expected to work daily in IXL or iReady on their Personalized Instructional Pathway to build skills in math and English Language Arts and to close knowledge gaps.
This enables students to work toward proficiency and academic success in their courses.

Dual Enrollment

Michigan Online School supports eligible students who wish to participate in dual enrollment opportunities in accordance with the Postsecondary Enrollment Options Act, the Career and Technical Preparation Act, and other applicable Michigan laws and regulations.

Dual enrollment allows eligible high school students to earn both high school and college credit by enrolling in approved postsecondary courses offered by eligible colleges, universities, or career and technical education providers.

To be considered for dual enrollment, students must:

- Meet all eligibility requirements established by the State of Michigan and Michigan Online School.
- Complete the required application and approval process before enrolling in a postsecondary course.
- Meet any college or program admission requirements, including placement testing or prerequisites, if applicable.
- Consult with their school counselor to ensure the course aligns with graduation requirements and the student's Educational Development Plan (EDP), when applicable.

Students and parents/guardians are responsible for working with Michigan Online School to ensure that selected courses are appropriate and approved before enrollment. Courses taken without prior school approval may not be eligible for high school credit or state financial support.

Students participating in dual enrollment are expected to maintain satisfactory academic progress and comply with the policies, procedures, academic integrity standards, and student conduct expectations of both Michigan Online School and the postsecondary institution.

Questions regarding eligibility, approved courses, funding, deadlines, and application procedures should be directed to the student's counselor.

Advanced Placement (AP) Courses

Advanced Placement courses are rigorous, college-level courses designed to prepare students for the corresponding College Board AP Examination administered each spring. Because AP courses are designed as a full-year curriculum, students who enroll in an AP course are expected to remain enrolled for the entire academic year, and cannot enroll in an AP course after the drop/add period in the first semester.

Students enrolled in an AP course are expected to complete all required coursework and actively participate throughout the school year. Enrollment in an AP course includes the expectation that the student will take the corresponding AP Examination in the spring.

Students must commit to taking the AP Examination during the College Board registration window in the fall. Once exam registration has been finalized, students are responsible for complying with all College Board deadlines and requirements.

Unless other arrangements have been approved in advance by Michigan Online School, students are expected to take their AP Examination(s) at the Michigan Online School office in Gobles, Michigan. Students requesting to test at another approved testing location are responsible for notifying the school and completing all required arrangements and approvals by the applicable deadlines.

Students who register for an AP Examination and fail to report for the scheduled exam without an approved excuse or who do not cancel their exam by the applicable College Board deadline will be responsible for any unused exam, late cancellation, or no-show fees assessed by the College Board or Michigan Online School.

Questions regarding AP course enrollment, exam registration, testing locations, deadlines, or fees should be directed to the school's AP Coordinator or the student's AP teacher.

Attendance

Michigan school law requires students to receive **1,098 hours of learning** per school year. Attendance is measured by students attending all of their courses every school day that school is in session.

To report a student absence:

Call 269-216-6972 then press 3

Definition of Truancy:
10 Days of Unexcused Absences or Lack of Engagement

- This category of absenteeism may result in circuit court charges, which could bring a misdemeanor charge for the parent/guardian.
- The student's driver's license could be suspended or denied.
- The student's work permit could be revoked.

Definition of Chronic Absenteeism:
Missing 10% or more of scheduled school days in a single school year for any reason.

- This category of absenteeism may result in circuit court charges, which could bring a misdemeanor charge for the parent/guardian.
- The student's driver's license could be suspended or denied.
- The student's work permit could be revoked.
-

Students must log into all of their courses in Canvas on each school day.

- Students must log in to and complete work in each of the six courses each school day.
- Students are expected to engage and actively participate in schoolwork each school day.
  - Failure to log in to and actively participate in their courses for the required number of hours per day without a valid excuse as outlined in the "Excused Absences" below constitutes an unexcused absence for the student.
- Students must attend school on all school days, including all testing days, and complete all assignments in a timely manner in accordance with stated class schedules.
- Students who fail to meet engagement requirements may be subject to discipline and/or interventions as outlined in the MOS Student Engagement Policy in this handbook.

- It is vital that each student logs in to each of his or her six assigned courses and completes schoolwork on fall and spring count dates noted below. These dates are not flexible. MOS must comply with the Michigan Department of Education rules for Pupil Accounting.
  - Wednesday, October 7, 2026
  - Wednesday, February 10, 2027
  - Students must show up for in-person state testing at designated locations on assigned days. The student will receive an attendance code of SRE, which indicates the student was at a school related event (SRE).
- All students and families must maintain weekly communication with their teachers and success coaches.
- Students and parents must check their email and phone messages daily. Return response should be within 24 hours or on the next business day.
- All families and students are expected to attend an orientation session.
- All non-graduating students must continue working in classes through the last day of each semester or the last day of school.
- The coursework is available to students 24 hours a day, seven days a week.
- A student's attendance and engagement, or lack thereof, will be reported on "Certification of School Official" (pg.3) of the SSA-1372 Social Security form as is and when required.
- There are no "snow days" in a virtual school.
- When a student misses school the parent/guardian will be notified via email, SMS text, and phone call from the Dean of Attendance & Truancy.

For students in grades K–8, courses are organized by quarter. Students are expected to complete all required coursework and assessments within the assigned quarter. Coursework not completed by the end of the quarter may no longer be available for submission unless otherwise approved by school administration in accordance with district policy. For students in grades 9–12, courses must be completed by the established course end date. Students are accountable for daily attendance and engagement in each course to ensure each course is completed by the course end date.

Instructional time can occur at any time during the day Monday - Friday when school is in session, however, students' courses are open in Canvas for students 24 hours per day, 7 days per week. Instructional time must directly relate to lesson objectives, which are aligned to the Michigan standards.

Daily Attendance Requirements

- Students must work in each academic course each school day.
- Students must check their Canvas inbox for messages from staff and respond to outreach within 24 hours.

Excused Absences

An excused absence requires verification by the Dean of Attendance and Truancy. **No more than ten excused absences will be approved in one school year.**

The following are recognized as excused absences:

- Student Illness/Medically Excused Absence
    - Parents/guardians/eligible students must present a doctor's note when the student is absent from school for three or more days, consecutively, due to illness. Send the doctor's note to the Dean of Attendance & Truancy at lmagnell@michiganonlineschool.com or upload it directly into the Unplanned Absence Form here: MOS Unplanned Absence Form
    - The doctor's note must be sent and/or the Unplanned Absence Form must be completed within 3 days of the student's absence.
- Death in the family
- Observance of religious holiday consistent with the student's truly held religious beliefs (the actual date of the holiday itself)
- Required court appearance/appointment
- Approved college visit
- Documented issue with school technology
    - An official help desk ticket number must be provided. The technology issue must be such that it precludes the student from using the computer or accessing his or her online curriculum.
- Vacation - this must be pre-approved by the Dean of Attendance and Truancy or Principal, or it will be unexcused.

    - Approval of vacations is contingent on the student's educational standing and supporting documentation.
    - All vacation requests must be submitted at least 5 school days before the start of the vacation.
        - Submit vacation requests using the Planned Absence Form here: MOS Planned Absence Form
    - Blackout dates for vacation are during the spring state testing window and the last 2 weeks of school. Vacation time will not be approved during this time.
    - Students will only be approved for up to 5 school days per school year for vacations

- Outside counseling appointments
- Doctor appointment
- Any other reason at the school administrator's sole discretion

Lack of internet service will not be an excused absence. Reliable internet service is a condition of enrollment at Michigan Online School. If an internet access issue or power outages occurs, students must have a plan to go to an alternate location to obtain internet service. See the "No Internet Access or Power Outage" section below.

When a student's absence is excused, extensions to assignments may be granted only if approved by his or her teacher. Most schoolwork and assignments are available online 24/7 and can be done outside school day hours. An extension on an assignment is not automatically granted because the student has an excused absence. Absences that do not fit into the above categories will be considered unexcused.

Unexcused Absences

An unexcused absence is an absence not recognized by state law or Michigan Online School or an absence that does not get reported to Michigan Online School.

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

Reporting Absences

Call 269-216-6972 then press 3

Or:

Unplanned Absence:

- If your student is unexpectedly absent, please complete the Unplanned Absence Form in its entirety within 3 days of the absence. The link to this form can be found on the Michigan Online School website under "Parent and Student Resources," or here: MOS Unplanned Absence Form
- All Unplanned Absence Forms must be completed within 3 days of the absence.

Planned Absence:

- All Planned Absence forms must be completed at least 5 school days before the planned absence. The Planned Absence Form can be found here: MOS Planned Absence Form

Condition	Action
An Unexcused/Excused Absence	Email and text sent to parents/guardians notifying them their student did not attend school the previous day.
5 unexcused absences and failing 2 or more courses (**First Warning**)	Attendance and engagement notice sent to parents/guardians/eligible students via email. Implementation of Engagement Success Plan.
8 Unexcused Absences and failing 2 or more courses (**Second Warning**)	Second warning sent to parent/guardian/eligible student via email and mail. Implementation or continuation of Engagement Success Plan. School Social Worker outreach.
11 Unexcused Absences, failing 2 or more courses (**First Notice**)	First truancy notice sent to parent/guardian/eligible student via email and mail. Implementation or continuation of Engagement Success Plan. Referral to ISD and/or Circuit Court for intervention and/or truancy charges.
15 Unexcused Absences, failing 2 or more courses, (Second Notice)	Secondary truancy notice/pre-withdrawal letter to parent/guardian/eligible student via email and mail. Student/family receives call from school social worker.The Truancy Review Committee determines next steps, which could lead to CPS referral or withdrawal.
Student over the age of 18 has received first, second, third, and fourth truancy letters and has not responded, improved attendance, or complied with Engagement Success Plan.	Withdrawal Notice sent via mail and email, and subsequent withdrawal

Michigan Online School reserves the right to withdraw any student for non-compliance of its Attendance and Truancy process. **It is the responsibility of the parent to enroll a student under the age of 18 in another school if they are withdrawn from MOS.**

Process for Attendance Monitoring

Students are required to follow the school calendar and to log in to every course every school day. If students do not log in, the parent/guardian/eligible student will receive an automated absence notification for the affected school days.

Educational Trips

Students 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 teachers 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 be approved.
- No absence will occur in the last ten (10) school days of the school year.
- Requests will not be approved for time off during the state testing window.
- Students must be in good academic standing and in compliance with attendance requirements to be approved.
- Students on an active Attendance Improvement Plan will not be excused.

No Internet Access or Power Outage

Students who are unable to log into school due to an internet access issue or power outage must have an alternate plan to go to a public library or other public location with internet access to do their schoolwork. If the student does not have a back-up plan and cannot go to an alternate location with internet access, the student must complete offline work and submit the time in the appropriate course when internet access is available, and notify his or her teacher in order to legitimize the reason for the absence. **Absences due to internet outage will be unexcused** unless there are extenuating circumstances and approved by the Dean of Attendance & Truancy.

Vacations During the School Year

Parents/guardians/eligible students are encouraged to schedule vacations during non-school days, however, students may be excused for educational trips not sponsored by the school according to the Michigan School Code. When a family vacation must be scheduled during the school year, the parent/guardian/eligible student should discuss the matter with the principal and the student's teacher(s) to make necessary arrangements for make-up work. It may be possible for the student to receive certain assignments that are to be completed during their vacation.

Also, the parent/guardian/eligible student must complete the Planned Absence Request form at least 5 school days before the absence to gain approval from the Dean of Attendance & Truancy. Students will only be approved for up to 5 school days per school year for vacation. Students who are not in compliance with school attendance requirements and/or have failing classes will not be approved or excused for family vacation during the school year.

If the student's absence is not approved, the student's absence(s) will remain unexcused and count toward truancy. Requests **will not** be approved for time off during the state testing window or the last 2 weeks of school. Students whose vacations become semi-permanent or permanent, i.e., they stay outside of Michigan for an extended period, may be withdrawn for not abiding by Michigan residency requirements at the discretion of the Superintendent.

Required Attendance at Standardized Testing

Students are required to remain in the state of Michigan for state testing. Standardized testing, which includes traveling to state testing, is a condition of enrollment at Michigan Online School.

All students enrolled in public schools in the State of Michigan are **required** to participate in state testing. As a student of Michigan Online School (a public school), your attendance at **ALL** testing events is **mandatory**. Parents/guardians/eligible students agree to participate in all state and school level testing in order to enroll with Michigan Online School. Testing includes state required tests (M-Step, PSAT, SAT, ACT Workeys, WIDA, MI-Access), as well as school level testing (iReady, IXL, Dibels, Unique, Benchmark testing).

Lack of participation in mandatory testing places the student's continued enrollment at risk. Participating in testing is an essential component of student engagement. Students who choose to not attend/participate in testing will be referred to the appropriate school compliance personnel and may result in the student being withdrawn from the school. If a student is unable to test due to a medical condition, a doctor's note for the duration of the testing window will be required for any missed tests and will need to be submitted to the state testing coordinator within 24 hours of the missed scheduled testing date.

Since these required state tests are conducted at locations throughout the state, families will be required to travel to the nearest testing site. Specific testing dates and locations will be published no later than two weeks prior to the testing window.

Vacations, holidays and/or doctor appointments CANNOT be scheduled and will not be approved during the testing weeks.

Students enrolled in high school Advanced Placement (AP) courses will have AP Examinations which are administered each spring in accordance with the College Board testing schedule. Students enrolled in an AP course are expected to take the corresponding AP Examination. Unless prior arrangements have been approved by the AP Coordinator, AP Examinations will be administered at the Michigan Online School testing location in Gobles, Michigan. Students requesting to test at another approved location are responsible for making the necessary arrangements and meeting all required deadlines. Students are expected to arrive on time with any required identification and approved testing materials. Students who fail to report for a scheduled AP Examination without an approved excuse or who do not cancel their exam by the applicable deadline may be responsible for exam fees assessed by the College Board or Michigan Online School. Questions regarding AP testing should be directed to the school's AP Coordinator or their AP Teacher.

Truancy

In Michigan, there are consequential actions a school must take if a student does not attend school according to school policy. If a student is not in attendance and is not engaged in each course, he or she will be

considered absent. If a student accumulates 10 unexcused absences, he or she becomes truant.

Truancy is defined as 10 days of unexcused absences or lack of engagement. This category of absenteeism may result in circuit court charges, which could bring a misdemeanor charge for the parent/guardian. Also, the student's driver's license could be suspended or denied, and their work permit could be revoked.

Chronic absenteeism is defined as missing 10% or more of scheduled school days in a single school year for any reason. This category of absenteeism may result in circuit court charges, which could bring a misdemeanor charge for the parent/guardian. Also, the student's driver's license could be suspended or denied, and their work permit could be revoked.

Intervention strategies may be implemented to help the student with his or her attendance and engagement. These strategies will be applied to best serve the student and the school on a case-by-case basis. If, after intervention strategies have ceased, the student is not meeting the attendance requirements, he or she may be withdrawn from Michigan Online School. If the student is withdrawn from Michigan Online School, the student's resident district will be notified of the withdrawal. The student will also be provided with a list of alternative educational options.

Engagement

Students at Michigan Online School must not only log in to Canvas and attend each class daily but also engage actively in all academic and school activities. This includes completing and submitting assignments, participating in discussions, and attending school-wide events such as orientation and testing days.

Active engagement means logging in on all school days and participating in each class through daily lessons, communicating regularly with teachers and staff, and fulfilling requirements for any additional support programs, such as math and reading interventions, and Success Plan meetings. Students on a success plan must meet as required with their Success Coach and, when required, the Attendance Dean. Students must also participate in regular school-wide requirements such as Phoenix Foundations Orientation, Fall and Spring Count Days, diagnostic and benchmark testing, and in-person State Testing in the Spring.

Parents/guardians will be notified via email and phone if their child's engagement falls below expectations. We encourage open communication to address any barriers to engagement and will offer resources to support both students and families. Regular updates will be provided as needed through a success plan, and families are expected to attend these meetings and respond to communications to ensure collaborative support... A variety of interventions may be included in the success plan based on identified barriers. Students and families who are experiencing barriers to their active engagement in schooling are expected to communicate those barriers with school staff and be responsive to school efforts to provide resources and interventions.

Failure to actively attend and engage in school, and non-response to the offered support and interventions may result in an administrative review of engagement history. Administrative review may result in additional support and resources being offered or may result in a recommendation for an alternate schooling option to

ensure students are able to best meet academic success.

Non-Starters

Students who enroll at Michigan Online School are expected to log in on their start date and engage in the orientation program over the course of their first two days of enrollment.

Students are expected to begin coursework in each of their classes on or before their third day of enrollment at MOS. If a student fails to log in to Canvas they will be withdrawn as a non- starter after 10 school days. Students who log in but do not demonstrate activity in their coursework will be subject to an administrative review to determine if there are any mitigating circumstances that warrant additional time and support to log in and begin coursework.

Testing by Grade Level													
Test	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	*Grade 12
**WIDA ACCESS	X	X	X	X	X	X	X	X	X	X	X	X	X
M-STEP ELA/MATH				X	X	X	X	X					
M-STEP Science & Social Studies						X			X			X	X*
PSAT 8/9									X	X			
PSAT 10											X		
SAT												X	X*
WIN Career Readiness												X	X*

*Only 12th grade students that did not take the Michigan Merit Exam (SAT/ACT WORKKEYS/M-STEP 11) are required.
** Only for students identified as English Learners (ELs).
***MI-Access is for students whose IEP designates the need for this assessment.

MOS follows all state testing windows April – May. Please check the school calendar and school communications for specific tests, locations, dates and times.

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.

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

Objectionable Content Policy

There may be times a parent considers certain lessons, books or materials objectionable for various reasons. The following process is used if a parent finds material objectionable. He or she should contact his or her student's teacher. Teachers will work with parents to find alternative lessons to meet the lesson objectives per required state standards or excuse the content. An assessment of the lesson may be required to show that the objectives have been met.

Where to go with Questions or Concerns

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

Step 2: If the issue or concern is about a Michigan Online School teacher, parents/guardians are advised to contact the Assistant Principal or Principal.

Step 3: If the concern is not resolved at the teacher or Principal levels, parents/guardians are advised to contact the Superintendent.

Informal Complaint Process

The goal of the informal complaint procedure is to promptly stop inappropriate behavior and facilitate resolution through informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who alleges unlawful discrimination or retaliation. This informal procedure is not required as a precursor to the filing of a formal complaint.

The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

The Complainant may proceed immediately to the formal complaint process and individuals who participate in the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complaints involving an Academy employee, or any other adult member of the Academy community and a student will be formally investigated.

As an initial course of action, if a Complainant feels comfortable and safe doing so, the individual should tell or otherwise inform the Respondent that the allegedly discriminatory/retaliatory conduct is inappropriate and must stop. The Complainant should address the alleged misconduct as soon after it occurs as possible. The Compliance Officers (COs) are available to support and counsel the Complainant when taking this initial step or to intervene on behalf of the individual if requested to do so. A Complainant who is uncomfortable or unwilling to directly approach the Respondent about the inappropriate conduct may file an informal or a formal complaint. In addition, regarding certain types of unlawful discrimination (e.g., sex discrimination), the CO may advise against the use of the informal complaint process.

A Complainant who alleges unlawful discrimination/retaliation may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator in the school the student attends; (2) to the Educational Service Provider or other Academy-level employee; and/or (3) directly to one of the COs.

All informal complaints must be reported to one of the COs who will either facilitate an informal resolution as described below or appoint another individual to facilitate an informal resolution.

Michigan Online School's informal complaint procedure is designed to provide the Complainant with a range of options aimed at bringing about a prompt resolution of their concerns. Depending upon the nature of the complaint and the Complainant's wishes, informal resolution may involve, but not be limited to, one or more of the following:

A. Advising the Complainant about how to communicate concerns to the Respondent.
B. Distributing a copy of Policy 2260 – Non-Discrimination and Access to Equal Educational Opportunity to the individuals in the school building or office where the Respondent works or attends.
C. If both parties agree, the CO may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the CO or designee is directed to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal complaint and, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

Formal Complaint Process

If a complaint is not resolved through the informal complaint process, if one (1) of the parties requested that the informal complaint process be terminated to move to the formal complaint process, or if the Complainant, from the outset, elects to file a formal complaint, or the Compliance Officer(s) determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

The Complainant may file a formal complaint, either orally or in writing, with a teacher, Principal, the CO, Accel, or another official who works at Michigan Online School. Due to the sensitivity surrounding complaints of unlawful discrimination, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a formal complaint within thirty (30) days after the conduct occurs. If a Complainant informs a teacher, Principal, or other official at the student's school, Accel, or other employee, either orally or in writing, about any complaint of discrimination/retaliation, that employee must report such information to the CO/designee within two (2) days. Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter, the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions s/he deems appropriate in consultation with Accel.

Within two (2) days of receiving the complaint, the CO or designee will initiate a formal investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation. The principal will not conduct an investigation unless directed to do so by the CO.

A. interviews with the Complainant
B. interviews with the Respondent
C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations
D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO/designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in unlawful discrimination/retaliation of the Complainant. The CO's recommendations must be based upon the totality of the circumstances. In determining if unlawful discrimination or retaliation occurred, a preponderance of evidence standard will be used.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO or designee, the Superintendent must either issue a written decision regarding whether the charges have been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) days. At the conclusion of the additional investigation, the Superintendent shall issue a final written decision as described above.

If the Superintendent determines the Respondent engaged in unlawful discrimination/retaliation toward the Complainant, the Superintendent must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate and effective, and tailored to the specific situation. The decision of the Educational Service Provider shall be final.

The Board of Directors of MOS has reserved the right to investigate and resolve a complaint or report of unlawful discrimination/retaliation regardless of whether the student alleging the unlawful discrimination/ retaliation pursues the complaint. The Board also reserved the right to have the formal complaint investigation conducted by an external person in accordance with these procedures or in such other manner as deemed appropriate by the Board or its designee.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The Academy will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed.
Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the CO or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided during the course of the investigation.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful discrimination/retaliation by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s)

When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful discrimination/ retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies. Where the Board becomes aware that a prior remedial action has been taken against a member of the Academy community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effects.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participate or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies. Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above. The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Technology Requirements

Internet Access and Speed

Internet access is a condition of enrollment. You must have internet access to attend Michigan Online School. Lack of internet is not an excused absence.

Student Use of Cell Phones and Wireless Communication Devices

To promote student learning, engagement, and a positive educational environment, Michigan Online School complies with Michigan law regarding the use of wireless communication devices during instructional time. Students may not use smartphones or other personal wireless communication devices during synchronous or asynchronous instructional time unless specifically authorized by a teacher for an instructional purpose or as otherwise permitted by law or school policy. Wireless communication devices include, but are not limited to, smartphones, smartwatches with communication capabilities, tablets, earbuds connected to personal devices, and other personal electronic devices capable of communication, internet access, or multimedia use. In addition to this, mobile devices are not fully compatible with our Learning Management System and may not provide optimum experience with curriculum platforms.

The following exceptions apply:

- School-issued or school-designated devices used for instructional purposes.
- Devices required for a student's Individualized Education Program (IEP), Section 504 Plan, or other approved accommodation.
- Medically necessary devices.
- Teacher-approved instructional use for a specific lesson or activity.
- Emergency situations, as outlined in the school's emergency procedures.

Students who use a personal wireless communication device in violation of this policy may be subject to disciplinary action in accordance with the Student Code of Conduct. Repeated violations may result in progressive disciplinary consequences.

Michigan Online School reserves the right to require students to silence, store, or otherwise secure personal wireless communication devices during instructional activities, state testing, and other school-sponsored events.

Broadband Connection

The Federal Communications Commission (FCC) Household Broadband Guide (www.fcc.gov/research-reports/guides/household-broadband-guide) provides an outline on broadband speed vs. use.

a. For two or more students, a minimum download speed of 12 Mbps should be requested from your Internet Service Provider (ISP).
b. As more users and devices are added (computers, gaming consoles, streaming devices) a download speed of 25Mbps should be requested.
c. Performance issues may be experienced when using a satellite connection
d. Performance issues may be experienced with inadequate broadband service

Data Usage

Please contact your ISP to discuss your options. A rough estimate for a student's expectations of data use for their MOS studies only is approximately 2 GB/month.

School-Issued Chromebook

MOS families may request a Chromebook for each student if students do not have a computer of their own.

Internet Service

A household may request a subsidy to apply towards the cost of in-home internet service if all ISP reimbursement requirements (listed below) are met. The Student Handbook will reference the payment schedule details. The household is responsible for obtaining an internet service provider.

Printer

Each household is responsible for providing their own printer, as a printer is not required for online school activities.

ISP Reimbursement

Families who meet all the following ISP Reimbursement Requirements will be reimbursed at the rate of $12.95 per eligible month.

Reimbursement checks are sent at the end of July if the student meets the following requirements:

- Student must be enrolled on the last day of the school year.
- Student must meet academic progress guidelines.
- Student must have 100% required attendance (perfect attendance).
- Student must complete ALL required State Standardized Testing and District Testing

Families with two or more students who meet the eligibility requirements will receive reimbursement at the rate of $12.95 per eligible month. If a family has two computers, they will be reimbursed at the rate of $12.95 per eligible month for no more than one computer..

The school assumes no responsibility for phone charges, line costs, or usage fees for connectivity to the Internet unless otherwise specifically agreed by MOS in writing pursuant to its internet access/computer policy (see above).

Security Information

All the data you provide us is protected to ensure its privacy and security. We use state-of-the-art technology to keep your personal information as secure as possible to ensure that no one can tamper with, intercept, or access your data. Remember to keep your account information private and secure - do not share your password with anyone!

Cookies

MOS may, from time to time, use cookies when you log in to your account. These cookies allow us to remember your visit to our site. Although one cookie would reside on your computer so that we can recognize you each time you visit our site, any session-specific cookies will expire once you close your browser.

Support

For any technology questions or concerns, please note the following points of contacts:
Live Chat or to Submit a Tech Ticket: https://4amphlp.accelschools.com/contact-us/
By Phone: 1-833-426-7457

Password Confidentiality

All MOS students and parent(s)/guardian(s) are given a unique password to access online courses. It is the student and parent/guardian's responsibility to maintain the confidentiality of their passwords. **DO NOT ALLOW OTHERS TO USE YOUR PASSWORDS OR LOG ON FOR YOU.**

Acceptable Use Guidelines

ACCEL Online CHROMEBOOK AGREEMENT

Students enrolled in the school can be issued Chromebooks for use at home (the "TECHNOLOGY"). This section provides students and their parents/guardians with information about taking care of the equipment, using it to complete assignments, and being a good digital citizen. Students and their parents/guardians are reminded that use of the TECHNOLOGY is a privilege and not a right and that everything done on any device, network, or electronic communication device may be monitored by the school authorities.

Inappropriate use of the TECHNOLOGY can result in limited or banned computer use, disciplinary consequences, removal from courses, loss of credit, receiving a failing grade, and/or legal action. Students and their parents/guardians are responsible for reviewing the Chromebook Agreement.

Ownership of the Chromebook

ACCEL Schools retains sole right of possession of the Chromebook. The Chromebooks are LOANED to the students for educational purposes for the academic year. Moreover, the school's administrative staff and faculty retain the right to collect and/or inspect Chromebooks at any time, including via electronic remote access and to alter, add, delete installed software or hardware.

Responsibility for the Chromebook

Students are solely responsible for the Chromebooks issued to them and must adhere to the following: Students

- Must comply with the Chromebook Agreement, ACCEL Schools Acceptable Use Policy, and all policies of the school when using their Chromebooks.

- Must treat their device with care and never leave it in an unsecured location.
- Must keep their device in a protective case when traveling.
- Promptly report any loss, theft, damage, or technical problems to AMP Tech Support.
- Must promptly report any problems with their Chromebook to AMP Tech support.
- May NOT remove or interfere with the serial number and other identification.
- May not attempt to remove or change the physical structure of the Chromebook, including the keys, screen cover or plastic casing.
- May not attempt to install or run any operating system on the Chromebook other than the ChromeOS operating system supported by the school.
- May not disable, bypass, or interfere with the school's security settings, content filtering, or device management software.
- May not use or install proxy servers, Virtual Private Networks (VPNs), proxy websites, anonymizers, or other tools or services designed to bypass the school's internet filtering, network security, or monitoring systems.
- May not download, install, or use unauthorized software, browser extensions, applications, or executable files.
- May not use the Chromebook for illegal activities, personal commercial purposes, or any activity that violates school policies or applicable law.
- Must keep their device clean and must not touch the screen with anything (e.g., your finger, pen, pencil, etc..) other than approved computer screen cleaners.

Taking Care of Your Chromebook

Students are responsible for the general care of the Chromebook which they have been issued by the school. Chromebooks that are broken or fail to work properly must be reported to a teacher, advisor, or reported to AMP Tech Support. If a loaner Chromebook is warranted, one will be issued to the student until their Chromebook can be repaired or replaced.

General Precautions

- No food or drink is allowed next to your Chromebook while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
- Students should never carry their Chromebook while the screen is open unless directed to do so by a teacher, advisor, or AMP Tech Support.
- Chromebooks should be shut down when not in use to conserve battery life.
- Chromebooks should never be wedged into a bookbag as this may break the screen.
- Do not expose your Chromebook to extreme temperature or direct sunlight for extended periods of time.
- Extreme heat or cold may cause damage to the laptop.
- Always bring your laptop to room temperature prior to turning it on.

Carrying the Chromebook

The protective shell of the Chromebook will only provide basic protection from everyday use. It is

not designed to prevent damage from drops or abusive handling. Carrying the Chromebook in a padded backpack or padded book bag is acceptable provided the backpack or bookbag is handled with care. For example, you shouldn't toss the bag or drop the bag if your Chromebook is inside.

Screen Care

The Chromebook screen can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on top of the Chromebook.
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not place anything in a backpack that will press against the cover.
- Do not poke the screen.
- Do not place anything on the keyboard before closing the lid (e.g., pens, pencils, notebooks).
- Clean the screen with a soft, dry anti-static, or micro-fiber cloth. Do not use window cleaner or any type of liquid or water on the Chromebook. You can also purchase individually packaged, pre-moistened eyeglass lens cleaning tissues to clean the screen. These are very convenient and relatively inexpensive.

Using Your Chromebook

All students can use their Chromebook at home or in a safe location, assuming an appropriate environment conducive to learning and must take their Chromebook home each night throughout the school year for charging. Chromebooks must be brought to school for testing in a fully charged condition. Students need to charge their Chromebook each evening.

Working Offline

Students without Internet access at home, or students in special situations (such as a long-distance bus ride for an activity) have several options for working "offline," including Google Drive (Docs and Sheets allows students to switch to offline editing functionality), where preloaded documents can still be viewed and edited.

Accessing the Internet at Home and Elsewhere

Students are allowed to connect to wireless networks when their Chromebook is at home, or in other venues where connectivity is offered. Note that ACCEL Schools cannot provide any assistance, troubleshooting, or advice on such off-site connectivity. Students may not use Virtual Private Networks (VPNs), proxy servers, proxy websites, anonymizers, or any other technology designed to bypass the school's internet filters, security systems, or monitoring tools. Attempting to circumvent these protections or access blocked or unauthorized content is prohibited and may result in disciplinary action. No matter where a Chromebook is used, students are responsible for using their school-issued device and account appropriately and for educational purposes consistent with school policies.

When connecting from home, students and parents should be aware that an ACCEL Schools account is still being used, so website monitoring is still being done. No matter the location, students are always using their account assigned by the school.

Printing

Printers are not provided by MOS. If the need to print arises, you can connect to your home network and print from your home printer. If necessary, you can download the print driver.

Personalizing the Chromebook

Chromebooks must remain free of any decorative writing, drawing, stickers, paint, tape, or labels that are not the property of ACCEL Schools.

Software on Chromebooks

Originally Installed Software: Chromebook software is delivered via the Chrome Web Store. These are web-based applications that do not require installation space on a hard drive. Some applications, such as Google Drive, are available for offline use. The software originally installed on the Chromebook must always remain on the Chromebook in usable condition and easily accessible.

All Chromebooks are supplied with the latest build of Google Chrome Operating System (OS), and many other applications useful in an educational environment. The Chrome OS will automatically install updates when the computer is shut down and restarted. From time to time the school may add software applications for use in a particular course. This process will be automatic with virtually no impact on students. Applications that are no longer needed will automatically be removed by the school as well. Students should not add extensions or software without the explicit approval of school administration.

Virus Protection

Virus protection is unnecessary on the Chromebook due to the unique nature of its design.

Additional Software

Students must not install additional software or extensions on their Chromebook other than what has been approved by ACCEL Schools.

Monitoring of Use

In compliance with state and federal regulations, the district utilizes CIPA (Children's Internet Protection Act) compliant filtering. The district also uses third party solutions to monitor content for threats, violence, illegal activity, etc. Notifications come to district tech support and administration regarding suspicious activity and, when concerns are identified, disciplinary action and/or parent contact may occur. Students should be aware that there should be no expectation of privacy when using the district network or equipment.

Chromebook Identification

Chromebooks will be labeled in the manner specified by the school. Chromebooks can be identified in the following ways:

- Record of serial number and The ACCEL Schools asset tag

- Individual's Google Account username

Under no circumstances are students to modify, remove, or destroy identification labels.

Storing Your Chromebook

When students are not using their Chromebook, they should be stored in a safe and appropriate place and method. Nothing should be placed on top of the Chromebook.

Chromebooks Left in Unsupervised / Unsecured Areas

Under no circumstance should a Chromebook be stored in unsupervised areas. If a Chromebook is discovered in an unsupervised state, Chromebooks may be confiscated by staff and returned to the school. Disciplinary action may be taken for leaving a Chromebook in an unsupervised location.

Network Connectivity

ACCEL Schools makes no guarantee that the services provided will be up and running 100% of the time. In the rare case that the network is down, the school will not be responsible for lost or missing data.

Chromebooks Undergoing Repair

Loaner Chromebooks may be issued to students when they return their Chromebook for repair. If repair is needed due to malicious damage or any other misuse, the school may refuse to provide a loaner Chromebook

Repaired Chromebooks will end up with the original factory image as first received. It is important that students keep their school data synced to cloud drives so documents and class projects will not be lost. Personal information that cannot be replaced should be kept at home on an external storage device.

Students and parents may be charged for Chromebook damage that is a result of misuse or abusive handling.

Responsibility for Electronic Data

The students are solely responsible for any apps or extensions on their Chromebook that are not installed by a member of the school staff. Users of school technology have no rights, ownership, or expectations of privacy to any data that is, or was, stored on the Chromebook, school network, or any school-issued applications and are given no guarantees that data will be retained or destroyed.

Copyright and File Sharing

Students are required to follow all copyright laws around all media including text, images, programs, music, and video. Downloading, sharing, and posting online illegally obtained media is against the Acceptable Use Policy.

Damage and Repair

The school will repair or replace damaged equipment resulting from normal use. All other loss/theft/damage/destruction will be the responsibility of the student to pay for. The school will make its best attempt to purchase replacement parts at the best possible price.

Loss/theft/damage/destruction of the device will result in the student being charged the full replacement cost to purchase a new device.

FREQUENTLY ASKED QUESTIONS/HINTS & TIPS FOR PARENTS

- **What are my responsibilities as a parent/guardian in terms of replacement of the school-issued Chromebook if it is lost/stolen/damaged beyond repair?**

ACCEL Schools will be responsible for the repair of the Chromebook for normal wear of the unit. If the Chromebook is lost/stolen/damaged beyond repair the student/parent/guardian is responsible for the replacement of the Chromebook at its current market price.

- **We do not offer insurance on school-issued student Chromebooks.**
    - Parents may want to purchase insurance for the student Chromebook
- **As a parent/guardian, how do I monitor my student's use of the internet?**
    - Please see the following section titled "Parents' Guide to Safe and Responsible Student Internet Use" for suggestions on monitoring your student's use of the internet.
- **Will students keep the Chromebook for the summer?**
    - Students enrolled in Summer School or the following school year will be allowed to keep their Chromebooks. Graduating students or those students who will not continue education with the school must return their Chromebook within two weeks of completing their classes.
- **How do I return my Chromebook?**
    - Students will receive their Chromebooks in an ACCEL School Box. This box must be retained and used for the return of the computer. The student/parent has the option of returning via UPS shipping or to return at a local ACCEL School. AMP Tech Support should be contacted to plan for return in either case. Please contact AMP Tech Support to request a return label and with any questions regarding student use of Chromebooks.
        - Return the school-issued computer and power cord(s)
        - Do not return any keyboards, mouse, or headphones unless they are in new/unused and in original packaging.
        - Do not return books/materials with computer equipment.
    - Amp Tech Support: 833-426-7457 or email tsd@accelschools.com

Parents' Guide to Safe and Responsible Student Internet Use

ACCEL Schools recognizes that with new technologies come new challenges to both teachers and parents. Below is a series of suggestions drawn from a wide variety of professional sources that may aid you, the parent, in effectively guiding your student's use of the Chromebook.

Take extra steps to protect your child. Encourage your child to use and store the Chromebook in an open area of your home, such as the kitchen or family room, so you can monitor what your child is doing online. Avoid the use of their devices alone in their room or during the night. It might be helpful to keep the Chromebook in an inaccessible place at night. Use the Internet with your child to help develop safe surfing habits. Children often model adult behavior.

Go where your child goes online. Monitor the places that your child visits. Let your child know that you're there and help teach them how to act as they work and socialize online.

Review your child's friends list. You may want to limit your child's online "friends" to people your child knows and is working with in real life.

Understand sites' privacy policies.Teach your child not to share personal information online and review the privacy settings and policies of websites and applications they use for school.

Limit the time your student is on the Chromebook. While the Chromebook is a very engaging device, it is a schoolwork device. Care and constant monitoring will reduce your child's exposure to excessive use. Consider investing in a parental control router. As the school cannot monitor all internet activities in each child’s home, this will be one of the best tools for keeping your child safe online. Parental control routers allow parents to set boundaries at the home internet level, on gaming, social media, specific websites and time spent online.

Immediately report any unwelcome or malicious online threats to the school. This includes any online interactions or websites that are threatening, inappropriate, or distract from learning.

Help your child develop a routine. Many parents have found success by helping create a routine for their child's computer use. Define a routine as to how the Chromebook is cared for and when and where its use is appropriate.

Look at the apps, extensions, or programs. It is to the advantage of the students, parents, and school that the parents have a working understanding of the programs and student work found on the Chromebook. Remind your child not to install unauthorized applications or browser extensions or attempt to bypass the school's internet filtering or security systems through the use of VPNs, proxy servers, proxy websites, or similar technologies.

Discuss responsible use of Artificial Intelligence (AI). If AI tools are used for schoolwork, remind your child to follow teacher expectations, use AI only when authorized, and properly acknowledge or cite AI-assisted work when required. AI should support learning—not replace a student's own thinking and work.

Read and share with your child the Chromebook Student User Agreement and Parent Permission Form. By reading and discussing the care and use policies, you can create a clear set of expectations and limitations for your child.

General Tips for Parents for Internet Safety

Talk with your child about online behavior, safety, and security early on and continually. Set rules for the internet just as you do on the use of all media sources such as television, phones, movies, and music. Monitor your child's computer use. Know their passwords, profiles, and blogs. Let children show you what they can do online and visit their favorite sites.
Set limits and clear expectations for computer use.

Accountability

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

Students must use only their own Michigan Online School-issued account credentials and, when provided, their own assigned school-issued Chromebook or device to access school systems and coursework. Students may not log in using another student's username or password, use another student's school-issued device to access their account, or allow another person to access their account or device. This expectation applies even when multiple Michigan Online School students reside in the same household.

Do not interfere with other users' ability to access Michigan Online 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.

Do not publicly post your personal contact information (address and phone number) or anyone else's. Do not publicly post any messages that were sent to you privately. Do not download, transmit or post material that is intended for personal gain or profit, non-Michigan Online School commercial activities, or non-Michigan Online School product advertising, on a Michigan Online School-owned instructional computing resource.

Do not use Michigan Online School instructional computing resources to sell or to purchase any illegal items or substances. Do not upload or post any software that is not specifically required and approved for your assignments on Michigan Online School instructional computing resources. Do not post any MP3 files, compressed video, or other non- instructional files to any Michigan Online School server.

Student Internet Safety

Students are responsible for good behavior on the MOS network, just as they are in a traditional school building. Always use a computer in a way that shows consideration and respect. It is illegal to use obscene,

profane, threatening, or disrespectful language or images. MOS uses Go Guardian to monitor for internet safety. Students who search or use explicit content will be flagged.

1. First Offense: Principal or Assistant Principal email and/or discussion with student and parent about appropriate use of technology.
2. Second Offense: Student's Chromebook will be severely restricted by placement in the Penalty Box. Referral made to school counseling team.
3. Third Offense: Out of School Suspension

Security is a high priority, especially when the system involves many users. If you identify a security problem in the school's computer, network, or Internet connection, notify the Technology Service Desk (TSD) immediately.

It is illegal to create, facilitate the spread, or disseminate a harmful computer virus.

Email is not private. Never say anything via email you would not mind seeing on the school bulletin board or in the local newspaper.

Beware of emails from anyone, particularly adults you do not know, asking for personal information, attempting to arrange meetings, or engaging in personal contact. Alert your teacher or an MOS employee of any message you receive that is inappropriate or makes you feel uncomfortable.

Email or Google Docs used for chatting with your online classmates should be course related. **It is prohibited to send unsolicited, non-academic emails, chat, or other messages to your online classmates Any contact between students on any social platform or communication tool that creates a disruption to the education environment is strictly prohibited and students will be disciplined in accordance with school policy.**

Email addresses that use profanity, or may be construed as offensive, shall not be permitted for MOS correspondence. The school's administration reserves the right to determine if student email addresses are inappropriate. When necessary, students will be asked to use an alternative email address or may be refused participation in MOS courses.

Students may not use computers, cell phones, smartwatches, messaging applications, social media, email, or any other electronic device or communication platform to send, receive, create, access, store, or share content that is obscene, sexually explicit, threatening, harassing, discriminatory, or otherwise inappropriate. Viewing, searching for, or accessing explicit or inappropriate content on a school-issued device or through a school-managed account is strictly prohibited and may result in disciplinary action.

Students are expected to use all personal electronic devices, including cell phones and other wireless

communication devices, responsibly and in accordance with the Student Use of Cell Phones and Wireless Communication Devices Policy, the Acceptable Use Policy, and all other applicable school technology expectations.

FERPA

MOS abides by the **student privacy guidelines** set forth by the Family Educational Rights and Privacy Act (FERPA). The following persons have access to student records:

- MOS Board of Trustee members
- Superintendent, principal, administrative team members, and professional staff of the school, including school vendors (e.g., teachers, school counselors, legal counsel)
- Appropriate administrative support staff members and other professionals who have a legitimate educational or legal interest in student records as designated by the Superintendent and/or principal. MOS **provides an academic transcript on request to students, parents/guardians and/or any school or university making a formal request for a transcript**.

In accordance with state and federal privacy laws, students who attain the age of 18 may transfer certain rights related to their academic records. To learn more about this, please contact the MDE.

No member of the MOS staff is authorized to release student information without the written permission of the student's legal guardian or without approval of the MOS Superintendent or principal.

Please note that all Michigan Public schools are required by MDE policy to provide student records to other schools on receipt of a formal request.

It should be noted that FERPA maintains some exceptions that allow the release of Personally Identifying Information (PII) to partner researcher organizations, to improve instruction, without express consent.

In some instances, MOS may partner with research institutions and enter into agreements under FERPA's Studies Exception [see 20 U.S.C. §1232g(b)(1)(F) and §99.31(a)(6)) and/or http://www2.ed.gov/policy/gen/guid/fpco/pdf/reasonablemtd_agreement.pdf for more information]. Any researchers with access to PII via the Studies Exception must first enter into a written agreement with MOS which restricts the researcher's use of PII. Names, images, and/or coursework of MOS students will not be published in print, video/film, or on our website without written student and guardian consent.In Loco Parentis

When students are under 18 years of age and do not reside with their parent(s), the parent(s) shall designate in writing to the Superintendent the individual who stands in loco parentis to the student, which may include, for example, a legal guardian.

Student Records

The following persons have access to student records: school board members, superintendent, director, professional staff of the school, principal, records management team, clerical and secretarial staff designated by the director, the parent or guardian of the student, an eligible student and other persons authorized in writing by the parent/guardian or eligible student except in cases where other professionals have legitimated educational or legal interest in student records as specified in the student record procedures.

In cases where a parent does not have custody, the Director shall presume that the parent has the right to review the records of the student unless the school has been provided evidence that there is a legally binding instrument or court order which provides to the contrary.

Right to Contest the Contents of Student Records

A parent/guardian may contest the contents of their child's record. This right allows for correction or deletion of inaccurate, misleading, or otherwise inappropriate data. Procedures for challenging the content of student records shall be developed as directed by the Superintendent and principal.

Release of Student Discipline Records

In accordance with FERPA and the federal regulations issued thereunder, an agency, as defined in Section 1002.22, or a public school, center, institution, or other entity that is part of Michigan's education system may release a student's education records without written consent of the student or parent to parties to an interagency agreement among the Department of Juvenile Justice, the school, law enforcement authorities, and other signatory agencies. The purpose of such an agreement and information-sharing is to reduce juvenile crime, especially motor vehicle theft, by promoting cooperation and collaboration and the sharing of appropriate information in a joint effort to improve school safety, to reduce truancy and in-school and out-of-school suspensions, and to support alternatives to in-school and out of-school suspensions and expulsions, which provide structured and well-supervised educational programs supplemented by a coordinated overlay of other appropriate services designed to correct behaviors that lead to truancy, suspensions, and expulsions and that support students in successfully completing their education.

Information provided in furtherance of an interagency agreement is intended solely for use in determining the appropriate programs and services for each juvenile or the juvenile's family, or for coordinating the delivery of the programs and services, and as such is inadmissible in any court proceeding before a dispositional hearing unless written consent is provided by a parent or other responsible adult on behalf of the juvenile.

Military Recruiter Information Opt-Out

Federal law permits military recruiters to request certain student directory information for students in high school. Parents/guardians, or eligible students who are 18 years of age or older, have the right to request that the student's directory information not be released to military recruiters.

Parents/guardians or eligible students who wish to opt out of having the student's information shared with military recruiters must submit a written request to the school. The request should identify the student and clearly state that the parent/guardian or eligible student does not authorize the release of the student's information to military recruiters.

The school will honor an opt-out request in accordance with applicable federal and state law. An opt-out request regarding military recruiters does not necessarily apply to other requests for directory information unless the parent/guardian or eligible student separately exercises any applicable directory-information opt-out rights.

For questions regarding this provision or to submit an opt-out request, please contact the school office or designated records administrator.

Age of Majority

When a student reaches the age of 18 the rights to the student's records transfer from the parent/guardian to the student.

- Before the student turns 18, they will receive early notification of these rights.
- Once the student turns 18, they will receive the "Consent to Release Information to a Parent/Family Member."
    - This form will give the 18-year-old student the option to allow their parent/guardian the right to their student records, the right to communicate with school staff regarding the student, and access to the student's PowerSchool account.
    - The parent/guardian's rights will be removed if the 18-year-old student does not opt to give their parent/guardian the right to their student records, the right to communicate with school staff, or access to the student's PowerSchool Account.
    - The parent/guardian's rights will be removed if the 18-year-old student does not make a selection/complete the "Consent to Release Information to a Parent/Family Member" form.

Dress Code

The Michigan Online School dress code outlines acceptable attire to maintain a safe, respectful, and focused learning environment. **Students at Michigan Online School are expected to be appropriately dressed during class and at all in-person events. Students who are dressed inappropriately will be asked to change or may be asked to leave school events.**

<u>During school when camera is on</u>**:**

- All students must have clothing on while school is in session and they are on camera.

Clothing must be worn on the upper and lower body.

- All persons in the background while a student's camera is on must have appropriate clothing on the upper and lower body.
- Shorts, skirts and dresses must be mid-thigh or longer.
- Clothing with offensive language or symbols is prohibited. This includes gang-related attire, as well as items with inappropriate images or messages, such as drug-, tobacco-, or alcohol-related advertisements.
- Clothing that exposes the midriff or cleavage is prohibited.
- Clothing that is disruptive to the learning environment is prohibited.

<u>During school events</u>:

- Shorts, skirts and dresses must be mid-thigh or longer.
- Clothing with offensive language or symbols is prohibited. This includes gang-related attire, as well as items with inappropriate images or messages, such as drug-, tobacco-, or alcohol-related advertisements.
- Clothing that exposes the midriff or cleavage is prohibited.
- Clothing that is disruptive is prohibited.

Student Code of Conduct

To ensure the safety and security of all students, MOS requires that all students abide by its Student Code of Conduct. Violations of the Student Code of Conduct will be fully investigated by appropriate school administration, following our due process guidelines. Violations of the Student Code of Conduct may result in a student's administrative withdrawal from MOS courses.

Code of Student Conduct

The Code of Student Conduct for MOS is hereby incorporated by reference and made a part of this rule. The Code of Student Conduct and any revisions shall be approved and adopted by the MOS Board of Directors. The Code of Student Conduct shall meet the following criteria:

- Be developed by MOS board members, district administrators, appropriate grade-level teachers, school personnel, school administrators, students, and parent(s) or legal guardian(s) of students
- State grounds for disciplinary action procedures and the rights of students
- Be distributed to all teachers, school personnel, students, and parent(s) or legal guardian(s) of students upon enrollment. (MOS does not operate on a traditional school year calendar; MOS enrolls students year-round, except for a few periods in which enrollment is closed. The MOS Code of Conduct is made available to all students and parents throughout a student's enrollment)

- Be filed in the Superintendent's and Principal's offices.

The Code of Student Conduct is made available through this Student Handbook and is also accessible through the MOS website at www.michiganonlineschool.com.

Any MOS Board of Directors decision which conflicts with provisions in the Code of Student Conduct shall prevail until the Code is revised and subsequently adopted.

Civility Code

To maintain an orderly, respectful, and secure online educational environment, all students, parents/guardians, teachers/staff, and other stakeholders must engage in respectful and civil discourse, communications, and abide by traditional principles of civil conduct. You shall treat others with respect and empathy. MOS will provide personalized learning solutions for all students. Integral to this commitment is the presence of a positive partnership between all students, parents/guardians, faculty, and staff. Please join us in this commitment to ensure everyone is focused on student learning and helping students reach their potential. Kindness and respect are the words of each day.

No person may:

- Use profanity or threaten school staff in any verbal or written communication
- Intentionally cause physical/emotional harm to another or threaten to do so
- Intentionally damage or destroy school property (physical or electronic) or the property of a student, faculty member, or staff member
- Disrupt the orderly conduct of classes, school programs, or other activities.
- Intimidate, harass, or discriminate against any person.
- Refuse to comply with the reasonable request of identifiable school officials performing their duties.
- Willfully incite others to commit any acts prohibited by law.
- Violate any federal or state statute.

Violations of the Civility Code are reported to the Superintendent or Principal for review and action.

The School and Board of Directors reserve the right to pursue a civil or criminal legal action against any person who violates the Civility Code. MOS administrators will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through internet access. If it is claimed that you violated this policy, you will be given notice of the suspected violation and an opportunity to present an explanation. Any violations by the student or parent/guardian may result in removal from MOS courses, as well as other disciplinary or legal action.

Examples of Level I Infractions

-Profanity or vulgar language by the student
-Profanity or vulgar language in the background when a student's microphone is on
-Inappropriate student dress when camera is on
-Inappropriate dress of others in the background when a student's camera is on
-Late to class
-Disruption of class
-Teasing/name calling
-Inappropriate, profane, or vulgar language in the chat box
-Inappropriate, profane, or vulgar language on an assignment
-Use of cell phone or other device during live class

First incident: Call home from the Teacher for a discussion with the student and parent.
Second incident: Call home from the the Assistant Principal or Principal and Superintendent for a discussion with the parent and student
Third incident: Meeting with Principal, Superintendent and the Student is removed from class

Any misbehavior that represents an infraction of the established procedures which regulate the operation of the school and its educational process, is considered a Level I misbehavior. The frequency of the occurrence shall determine the appropriate disciplinary response, including reclassification to a higher-level infraction.

Bullying / Cyberbullying

All students and school employees shall enjoy an educational setting that is safe, secure, and free from hazing, harassment and bullying of any kind. The school will not tolerate hazing, bullying and harassment of any type. Conduct that constitutes bullying, hazing and harassment as defined herein, is prohibited.

Definitions

The following definitions are intended to provide guidance in assessing whether behavior is prohibited. The definitions are not exhaustive in scope and are not intended to replace an individual's thinking and intuition. If you harbor any doubt as to whether suspected behavior is prohibited, please err on the side of caution and report your concerns to the appropriate authority, as provided in this policy.

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

1. Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils.
2. Adversely affecting 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 substantial emotional distress.
3. Having an actual and substantial detrimental effect on a pupil's physical or mental health.
4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying also means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees and that bullying is based on one or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It includes unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

a. Teasing
b. Social exclusion
c. Threats
d. Intimidation
e. Stalking
f. Cyberstalking
g. Cyberbullying
h. Artificial Intelligence (AI)
i. Digital Misconduct
j. Impersonation
k. Unauthorized Disclosure of Personal Information (Doxxing)
l. Physical violence
m. Theft
n. Sexual, religious, or racial harassment
o. Public or private humiliation
p. Sharing, creating, or distributing embarrassing, altered, or AI-generated images, videos, or content intended to harm or humiliate another person
q. Destruction of property

Bullying includes an overt, repeated act or gesture, including verbal or written communication transmitted, physical acts committed, or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the student.

Cyberbullying means any electronic communication that is intended to harm, or that a reasonable

person would know is likely to harm, one or more students, either directly or indirectly, by doing any of the following:

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

Cyberbullying may occur through text messages, email, social media, messaging applications, websites, online forums, gaming platforms, artificial intelligence (AI) tools, or any other electronic or digital communication.

Cyberbullying often involves posting or sending threatening, intimidating, harassing, or harmful messages; spreading rumors; sharing private or embarrassing information; impersonating another person; creating fake accounts or profiles; or posting or distributing images, videos, audio recordings, or other content intended to embarrass, intimidate, threaten, or harm another individual. This includes creating, sharing, or distributing manipulated or AI-generated images, videos, audio, or other content intended to deceive, humiliate, harass, or damage another person's reputation.

Cyberbullying also includes creating a webpage, website, social media account, or other online content in which the creator assumes the identity of another person or knowingly impersonates another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions described above. It also includes the electronic distribution of communications or the posting of material that is accessible to one or more persons when the distribution or posting creates any of the conditions described above.

Artificial Intelligence (AI) means computer systems or software capable of generating text, images, code, audio, video, or other content in response to user prompts. Examples include generative AI tools such as ChatGPT, Copilot, Gemini, and similar technologies. AI may be used only as permitted by school policy and teacher direction.

Digital Misconduct means any inappropriate, unauthorized, or unlawful use of technology, electronic devices, school accounts, or online services. Examples include unauthorized account access, sharing passwords, bypassing internet filters through VPNs or proxy services, impersonation, unauthorized recording, or misuse of school-issued devices.

Impersonation means pretending to be another student, staff member, or individual by using another

person's identity, account, login credentials, name, image, voice, or likeness in person or through electronic means.

Unauthorized Disclosure of Personal Information (Doxxing) means posting or sharing another person's private or personally identifiable information online without permission and with the intent to harass, intimidate, threaten, or cause harm.

Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or staff member that:

a. Places a student or staff member in reasonable fear of harm to his or her person or damage to his or her property.
b. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits or a staff member's work performance; or
c. Has the effect of substantially disrupting the school's orderly operation.

Bullying and **harassment** also encompass retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment in other than good faith is considered retaliation.

Cyberstalking means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language, by or through electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Hazing is any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student at a school for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a school. "Hazing" includes, but is not limited to, pressuring, coercing, or forcing a student into:

a. Violating state or federal law.
b. Consuming any food, liquor, drug, or other substance; or
c. Participating in physical activity that could adversely affect the health or safety of the student.
d. Any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

Sexting is defined as knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to a minor any photograph or video which depicts nudity and is harmful to minors. Sexting also includes the knowing possession of a photograph or video transmitted or distributed by a minor.

Inappropriate Language is the act of using gross, profane, and obscene language in verbal or written form or in pictures, caricatures, or using obscene gestures while under the jurisdiction of the school is prohibited. School is a safe place where staff and students should not have to hear off-color or inappropriate language. This is good practice for your future workplace.

All of the above instances are prohibited.

Student Conduct

MOS expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. 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, and community members. Students learn by example. Therefore, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior; treat others with civility, respect, and refuse to tolerate bullying or harassment.

Bullying, hazing or harassment of any student or school employee is prohibited:

- During any education program or activity conducted by a public educational institution.
- During any school-related or school-sponsored program or activity.
- By using data or computer software accessed through a computer, computer system, or computer network of a public educational institution within the scope of the school, meaning regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school- sponsored program or activity; or
- By using data or computer software accessed at a non-school-related location, activity, function, or program or using technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school.

The above section does not require a school to staff or monitor any non-school-related activity, function, or program.

Concluding whether conduct or an incident violates this policy requires a determination based on all relevant facts and circumstances. The physical location or time of access of a computer- related incident

cannot be raised as a defense in any disciplinary action.

Consequences

Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/ retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies. Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Complaints

The Superintendent or Principal or his or her designee is responsible for receiving complaints alleging violations of this policy. All school staff are required to report alleged violations of this policy to the director/instructional leader or designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in-person to the director/instructional leader or designee.

Procedure

If a **bullying** or **harassment** incident occurs, it will be reported to the director/instructional leader. Discipline and referral data will be placed in the student's permanent record with the school.

MOS will provide bullying, hazing or harassment incident, discipline, and referral data to the MDE in the format requested. Data reporting on bullying, hazing, harassment, unsubstantiated bullying,

unsubstantiated harassment, sexual harassment, and threat/intimidation incidents as well as any bullying-related incidents that have as a basis sex, race or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race or disability) noted in their student record.

MOS ensures that it sustains healthy, positive, and safe learning environments for all students. The social climate of the school and the social norms with regards to bullying or harassment must change and that requires everyone's assistance--teachers, administrators, counselors, other non-teaching staff, parents/ legal guardians, and students.

The director/instructional leader or designee shall by telephone and/or in writing report the occurrence of any incident of bullying, hazing or harassment as defined by this policy to the parent or legal guardian of all students involved within seven (7) days of the commencement of an investigation. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident.
Notification must be consistent with the student privacy rights under the applicable provisions of FERPA.

Special Education Services

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

IDEA and Child Find

The 2007 Amendments to the Individuals with Disabilities Education Act (IDEA) mandate that every school district in the country develop a system to identify children (from birth through age 21), with disabilities, who live in that specific district.

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

Services by Disability

Special Education services are collaborative teamwork among the parent, teachers, and therapists to provide a systematic problem-solving approach for a quality education to each student. All members of the Michigan Online 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
- Severe Multiple Impairments
- Traumatic Brain Injury
- Emotional Impairment
- Physical Impairment
- Specific Learning Disability
- Speech and Language Impairment
- Other Health Impairments

Commitment to Serve Students

Michigan Online School is committed to the full implementation of 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.

Discipline of Students with Disabilities

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

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

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

If the offense and subsequent suspensions do not exceed 10 consecutive days nor constitute a pattern or suspensions using the Documentation of Pattern planning form then it is not a change

in placement and the student may be subject to the same consequence that school applies to all students who violate the Code of Student Conduct.

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

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

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

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

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

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

To comply with the law, a 45-school day emergency removal for serious bodily injury must be serious, i.e., requiring medical treatment, during the forty-five (45) school day period, the school must convene a manifestation determination meeting. If the school determines that the conduct is a manifestation, the school may have the child re- evaluated, create, or revise an existing behavior plan, or hold an IEP meeting to consider a more intensive special education placement

upon the expiration of the 45- day alternative placement or sooner. If all team members determine that the conduct was not a manifestation of the student's disability, then the 45-school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

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

Emergency Hearing for Dangerousness

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

504 Service Plan

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

Counseling

Michigan Online School will provide all students with a developmentally appropriate school counseling program. The school counseling program guides students through college and career planning. Michigan Online School provides counseling services from state-certified, licensed school counselors and uses a web-based tool (Xello), 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.

Michigan Online School will offer the following components to support our school counseling program:

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

Students At-Risk

The At-Risk program at MOS uses an early intervention process to identify and serve struggling students who may not have found success in a traditional learning environment. MOS supports our students at-risk with a Guidance Counselor to enable the academic achievement of students. Our counselor provides parent outreach, education, and support services, facilitating community resources and referral programs.

English Language Learners

During the application process, all families will answer a series of questions to understand a student's home language as a first effort for Child Find and to determine if they need any additional English language support. Students with positive responses to any of the Home Language Survey questions will be referred to the English Language Learner (ELL) point of contact. MOS will screen students in the fall of each year using the WIDA state screening tool. Based on each student's level of English proficiency, MOS will provide appropriate language access and instruction.

Promotion

Limited English Proficient (LEP) middle and high school students receiving English Language instruction must meet Michigan Online School's promotion standards.
Retention decisions must be based on multiple measures, not only assessments in English. The LEP student's English language proficiency must be considered when recommendation for retention is made to ensure that the proposed retention is not due to the student's limited English proficiency.

Students Experiencing Homelessness

Michigan Online School identifies students experiencing homelessness through self-report during the enrollment application process. Families that indicate homelessness will receive information via email and USPS of McKinney Vento (MKV) educational rights. MKV information is documented within our MOS 31a student identification spreadsheet. If staff learn of 31a qualifications after enrollment, these students are also added to our 31a documentation. These families/students are then connected to a resource counselor for further assessment of needs. A needs assessment is initiated to identify the essential resources that may be necessary to support this student. These resources include, but are not limited to, housing/living resources, pregnancy and/or family resources, internet resources, MOS in-house short-term school social work resources, and general counseling referrals. These resources are then provided to the student and parent/guardian for follow-up. MOS provides Jetpack services to

students in need of temporary Wi-Fi services. Jetpacks are portable Wi-Fi devices that the resource counselors can request through the MOS technology support department. This service allows students who are experiencing homelessness to maintain Wi-Fi access for the sole purpose of remaining connected to their classes. It is the goal of Michigan Online School to remove barriers that impact a student's success and limit access to high-quality education.

Children who meet the Federal definition of "homeless" will be provided a free and appropriate public education in the same manner as all other students at MOS and will not be stigmatized or segregated based on that status. No homeless student will be denied enrollment due to a lack of proof of residency. No board policy, administrative guideline, or practice will be interpreted or applied to inhibit the enrollment, attendance, or school success of homeless children. Homeless students will be provided services comparable to other students at MOS.

Homeless Liaison:
Kyeata Dukes
Email: kdukes@michiganonlineschool.com
Phone: (269) 743-3501

McKinney-Vento Eligibility
The McKinney-Vento Education for Homeless Children and Youth Act provides a definition of homeless children and youths to be used by state educational agencies (SEAs) and local educational agencies (LEAs). It defines homeless children and youth to be those who lack a fixed, regular, and adequate nighttime residence. Under the larger umbrella of lacking a fixed, regular, and adequate nighttime residence, the law also provides several examples of situations that meet the definition.

The examples include children and youths:

- sharing housing due to a loss of housing, economic hardship, or a similar reason
- living in hotels, motels, trailer parks, or camping grounds due to a lack of alternative adequate housing
- living in emergency or transitional shelters
- living in abandoned in hospitals
- living in a public or private place not designated for, or normally used as, a regular sleeping accommodation for human beings
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar places
- living in one of the above circumstances and who are migratory according to the definition in Section 1309 of the Elementary and Secondary Education Act of 1965 [42 U.S.C. § 11434a(2)].

MKV Liaisons must always rely on the criteria outlined in the law of lacking fixed, regular, and adequate nighttime residence as the ultimate test of whether a student's housing meets the definition. The student's housing must meet all three of the criteria - a fixed, regular, and adequate nighttime residence - to be considered permanently housed. If one or more of the three criteria is missing, the student would be considered homeless under the McKinney-Vento Act's definition. The Michigan Online School MKV Liaison will use the questionnaire used during the student's enrollment process to

review the housing status and determine MKV eligibility.

McKinney-Vento Protected Rights
Students experiencing homelessness have certain rights and are eligible for certain protections that must be safeguarded by the LEA. Michigan Online School protects MKV students' rights. These rights and protections include:

- immediate enrollment and attendance in classes (regardless of missing records or deadlines)
- preference for school of origin during best interest placement decisions
- transportation to school of origin, if requested
- access to services comparable to other students
- removal of barriers to full access and school participation
- written determinations on a student's eligibility under the McKinney-Vento Act
- information and support for dispute resolution
- unaccompanied homeless youth (UHY) protections
- support from an identified and trained homeless liaison who serves as an advocate for the student

Unaccompanied homeless youth are ensured the same educational rights that the McKinney-Vento Act provides for other homeless students, which include the right to:

- enroll immediately, even if they do not have paperwork normally required for enrollment or have missed application or enrollment deadlines [42 U.S.C. § 11432(g)(3)(C)(i)];
- attend either the local attendance area school or the school of origin, with the placement decision based on the student's best interest, giving priority to the youth's request [42 U.S.C. § 11432(g)(3)(B)(ii)];
- remain in the school of origin (including the designated receiving school at the next grade level for all feeder schools) for the duration of the homelessness and until the end of the school year in which the student becomes permanently housed [42 U.S.C. § 11432(g)(3)(A)(i), 42 U.S.C. § 11432(g)(3)(I)(ii)].
- receive transportation to and from the school of origin [42 U.S.C. § 11432(g)(1)(J)(iii)];
- receive educational services, such as free school meals and Title I services and participate in gifted and talented programs, vocational and technical education, alternative education, programs for English learners, and any other services comparable to what housed students receive [42 U.S.C. § 11432(g)(4)]; and
- not be stigmatized or segregated on the basis of their status as homeless [42 U.S.C. § 11432(g)(1)(J)(i)].

In addition to the provisions that apply to all homeless students, the McKinney-Vento Act includes the following provisions specifically for unaccompanied homeless youth:

- Unaccompanied homeless youth shall be immediately enrolled without proof of guardianship [42 U.S.C. § 11432(g)(1)(H)(iv)];
- During a dispute over eligibility, school selection, or enrollment, unaccompanied homeless youth shall receive a written statement explaining the school's decision, the youth's right to appeal the decision, and a referral to the local liaison. Students also must be enrolled in school immediately while disputes are resolved [42 U.S.C. § 11432(g)(3)(E)];
- Local liaisons must ensure that unaccompanied homeless youth:
    - are immediately enrolled in school;
    - have opportunities to meet the same state academic standards as other children and youth;
    - are informed of their status as independent students for the purpose of applying for

financial Student Aid (FAFSA) [42 U.S.C. § 11432(g)(6)(A)(x)].

Withdrawing from Michigan Online School

If a parent or guardian wishes to withdraw their child from MOS, the following procedure must be followed to complete the withdrawal.

1. The parent or guardian will hold a conference with the child's Success Coach to inform him or her of the intent to withdraw their child.
2. After the conference, if the parent or guardian wishes to complete a withdrawal, the Success Coach will provide the parent or guardian with access to the MOS Withdrawal Form to be completed by the parent or guardian. This form will ask for the school the student will be attending after MOS.
3. On approval of the Withdrawal Form by the Principal or Superintendent, the school will confirm the withdrawal date and arrange for the return of school equipment and materials. The parent or guardian hereby acknowledges and agrees all computers and related equipment provided to the child by MOS together with all parts, attachments, accessories, and materials attached to or used relating to the equipment are the property of MOS, and the parent or guardian agrees to cooperate with school officials in the return of the equipment in good condition as directed by school officials. Failure to return the equipment in good condition, that is apart from expected wear and tear from normal use, may result in legal action being taken, including but not limited to submitting the matter to a collection agency for further recovery action.

Student Work Permits

Under Michigan law, for a minor to be employed, the student and the employer must complete the CA-7 Combined Offer of Employment and Work Permit/Age Certificate for students who want part-time employment. The CA-7 form is a requirement for students seeking employment. Once the Work Permit has been completed by the student and employer it must be given to the school Office Manager for review, approval and completion. The school reserves the right to deny a work permit to a student whose academic performance does not meet the school's standards or whose attendance is not in good standing. The school also reserves the right to revoke a work permit previously issued to a student if the school determines that there has been a significant decrease in the student's academic status or attendance after he/she begins work.

When it appears that a job is detrimental to a student's academic status, it is our responsibility to advise the parents and employer accordingly. It is imperative that the student's education remains the primary focus, and employment may not interfere with that goal. Therefore, it is important for students, parents,

and employers to know the guidelines that accompany the responsibility of the working teen.

Work Permit

A student must be actively engaged on school days, receive passing grades in all classes, and be passing in current classes before a work permit is issued.

- If a student does not pass all classes after a work permit has been issued, the student's parents and employer may be sent a warning letter, and the student may be placed on probation for the next grading period.
- If the student does not pass all classes during the probation period, the school may revoke the work permit for the next grading period and the parents and employer will be notified.
- The work permit will be reissued to the student when all classes are passed.

Active Engagement

If, during a semester, a student with a work permit receives notification of being placed on academic probation:

- The student's employer and parents may be sent a warning letter, and the student will be placed on probation for the next period.
- The school may revoke the student's work permit for the next grading period and the employer and parents will be notified.
- The work permit will be reissued if the student becomes "actively engaged" at an acceptable level during the next grading period

**In the event a student's work permit is revoked at the end of the school year, special provisions will be given to that student, and he/she will be allowed to work during the summer while school is not in session. However, such students will lose their work permit at the start of the new school year until they meet the attendance and grade standards established by the school for receiving a work permit.*

***The student has the right to appeal the decision, but the school will override its decision only upon a student's demonstration of just cause. Appeals are made to the school principal in writing.*

Student or Parent Legal Name Change

If a student or parent has a legal name change, please forward legal court documents to the MOS Operations Manager at kbush@michiganonlineschool.com.

Once the legal court documents are received, we will update the student or parent's name in their online account and save the documents to the student's records file.

Changing Your Address

If you change your address or contact information (including email address or phone number) after

enrollment, please update the school by accessing the PowerSchool Parent Portal in your PowerSchool account. Once in the Parent Portal, click on Forms in the left-hand navigation.

This form allows you to make changes to your contact information and upload supporting documentation. Be sure to include:

- Previous address and new address (Required)
- Effective date of address change (Required)
- New phone, if applicable
- In addition, you are required to submit **one** of the following Proof of Residence documents within 10 days of enrollment. Documents are state mandated for all enrolled students. Failure to submit the documents may result in your child being withdrawn from the school. Current mortgage statement
- Current utility bill (gas, water, electric, sewer, cable, phone)
- Deed, vehicle registration
- Rent receipt
- Property tax bill
- Current credit card bill
- Valid Driver's License

You can also mail documentation to:
Michigan Online School
209 South Street
Suite 408
Gobles, MI 49055

Michigan Residency Requirements

Michigan Online School is a Michigan public school academy and is authorized to enroll students who are residents of the State of Michigan, as provided by state law. A student must be a resident of Michigan to enroll and remain enrolled at Michigan Online School. Parents/guardians are responsible for notifying the school immediately if the student's primary residence changes or if the student moves outside the State of Michigan, or if the student will be living or traveling outside the State of Michigan for more than two (2) weeks during the school year.

Michigan Online School may require documentation to verify residency at the time of enrollment and at any time during a student's enrollment. Acceptable documentation may include, but is not limited to, a driver's license or state identification card, utility bill, lease agreement, mortgage statement, property tax statement, or other documents demonstrating Michigan residency.

Students who are determined not to meet Michigan residency requirements may be withdrawn from enrollment in accordance with applicable state law and school policy. Providing false or misleading residency information or documentation may result in withdrawal from Michigan Online School and may be referred to the appropriate authorities.

Immunizations

Michigan Public Health Code states that a child must have at least a minimum of one dose of each school-required vaccine; have a waiver; or have a contraindication form. Acceptance for enrollment into school requires one of the below.

Documentation of **one** of these items must be on file with the school:

- A complete and up-to-date immunization record or
- A physician-signed State of Michigan Medical Contraindication form or
- A complete, certified State of Michigan Non-medical Immunization Waiver form

If a completed Non-medical Immunization Waiver, physician-signed Medical Contraindication form, or a complete and up-to-date immunization record is not provided, the student can be excluded/withdrawn from school based on the public health code, unless the student is in a dose-waiting (provisional) period. Dose-waiting period means that the student still needs an immunization for school but is not recommended to receive that dose at this time.

Parents should request their child's health records from the previous school before starting school at MOS. A parent/guardian having a child registered with only the minimum doses shall present an updated certificate showing the immunizations have been completed before the student can start school.

Immunization Waivers

- NON-MEDICAL WAIVER: Parents seeking a non-medical waiver for certain vaccinations for religious, philosophical, or other non-medical reasons must contact their local health department to discuss obtaining a non-medical waiver. Those seeking this waiver will be required to discuss immunizations with health department staff and will receive information on the benefits of vaccines and risks of vaccine-preventable diseases. The non-medical waiver will be entered digitally into the system shared with schools by the health department. The requirement for those seeking this waiver applies to all students newly enrolled in Michigan Online School **AND** all 7th grade students.

- MEDICAL CONTRAINDICATION WAIVER: If the child has a medical contraindication which prevents him or her from receiving immunizations, the child's physician may complete a Michigan medical contraindication form. The child's physician should have the current form available at their office. Waiver forms that are altered in any way (such as information on the form is crossed out) will not be accepted by MOS.

AGREEMENT OF UNDERSTANDING

Handbook Acknowledgement:

Parents/guardians will receive a Handbook Acknowledgement form via their PowerSchool Parent Portal. This form must be signed and on file for each student enrolled at Michigan Online School.

By signing the Handbook Acknowledgement in your PowerSchool Parent Portal, parents/ guardians and students affirm they understand and agree to the contents of this handbook and MOS expectations and requirements.

- I/we understand that the school does not consider it acceptable to leave a student home alone or unsupervised during school hours.

- I/we understand that as a part of my/our child's/my attendance at the school photos, videos, and quotations may be taken for use in publications and reports about the program. I/We further understand that members of the news media invited to cover the program may take photos, videos, and quotations. I/We grant permission to use such materials for the promotion of the program.

- I/we understand that my student must do the following EVERY school day: Log in, complete online coursework, and attend live class sessions. I understand that failure to do so may result in unexcused absences, and accumulated unexcused absences may result in truancy, which will be referred to circuit court.

- I/we accept the responsibility to supervise my student in using the MOS curriculum.

- I/we are aware that I/we are expected to be involved in the daily learning activities of my/our student and am responsible for guiding our student in the use of the school curriculum.

- I/we understand and agree we are expected to follow the guidance and support of certified MOS teachers, school counselors, success coaches and school administrators.

- I/we understand it is our responsibility to secure an internet provider, and must maintain a working phone and internet connection at the location where my child is learning, and provide my student with a computer, whether through the school's program or otherwise.

- I/we understand that if my student has a school-issued computer, it is on loan from the school and I/we must return it when my student graduates or withdraws from MOS. Failure to do so may result in fines, legal actions, or credit complaints filed against me/us.

- I/we understand that school-issued devices are provided for educational purposes and that students must comply with the Chromebook Agreement, Acceptable Use Policy, and all technology policies, including the prohibition against using VPNs, proxy servers, proxy websites, or other methods to bypass the school's security or internet filtering systems.

- I/we understand that the appropriate use of artificial intelligence (AI) is governed by the Academic Integrity Policy and that unauthorized use of AI may result in academic and disciplinary consequences.

- I/we understand that I/we must bring my child to a location within 60 miles of our home for mandatory state testing. I/we understand that my student may need to attend multiple days within the state-determined testing period. I/we understand and agree the student will participate in state required testing, including but not limited to, M-STEP, MME, SAT, PSAT, NMSQT, WIDA Screener, WIDA Access, MI-Access,Unique, and iReady, and I/we commit to transporting or arranging transportation to the designated testing site when applicable.

- I/we understand that Michigan Online School is authorized to enroll only students who are Michigan residents. I/we agree to notify the school immediately of any change in residency or if my student will be living or traveling outside the State of Michigan for more than two weeks cumulatively during the school year.

- I/we understand that students who establish residency outside the State of Michigan or who relocate outside Michigan or the United States are not eligible to remain enrolled at Michigan Online School and may be withdrawn in accordance with applicable law and school policy.

- I/we understand the student is required to participate in scheduled interactions with the teachers, school counselors, and success coaches.

- I/we understand that communication with school staff is key to student success and that I/we must be accessible via phone and email, and I/we will notify the school of any contact changes.

Michigan Online School requires that each student (and his/her parent) has a signed copy of the Handbook Acknowledgement in their PowerSchool account. You will receive ongoing reminders until this is completed. Failure to complete the Handbook Acknowledgement in your PowerSchool Parent Portal does not relieve the student of his/her obligation to act in accordance with the expectations, rules and guidelines set forth in the Student Handbook.