



The faculty and staff at Success Virtual Learning Centers of Michigan (SVLCoM) would like to take this opportunity to welcome you to SVLCoM and the 2024 - 25 school year. This student handbook provides important information that will assist in making your experiences here rewarding and successful.

At SVLCoM, our mission is to inspire hope in every student who attends our school. We provide a safe and positive learning environment for success. We tailor a plan just for you. We listen because your story matters, and we strive to serve our communities. Each student is strongly encouraged to become familiar with the information contained within this handbook. SVLCoM aims for excellence from each student, and this level of excellence is only maintained through the quality, passion, and enthusiasm of its student participants. It is our hope that 2024 - 25 will be a year of positive academic and personal growth. The faculty and staff are committed to helping you achieve your goals and dreams while you are a student at Success Virtual Learning Centers!

Mission Statement

To provide a safe and positive place for students by listening to their stories, connecting through authentic relationships, and building personalized plans to help each student succeed.

Vision Statement

To be a place where every student, regardless of their past, feels 100% accepted and cared for throughout their educational journey.

Educational Beliefs

We believe:

- Students deserve an opportunity to experience success.
- Students need to be surrounded by adults who believe they can succeed.
- Students succeed when they have meaningful relationships with sincere, caring adults.
- Students will change the future when they can see themselves in it.
- Each journey is unique, and we must participate in the journey, not control it.

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LEARNING CENTER CONTACT INFORMATION

Center Location	Center Director	Phone
Flint	Joe Rudelic	810-407-8916
GR South	Kathy Williams	616-930-3471
Hazel Park	Kevin Wozniak	248-965-3088
Lansing South	Kelli Marcus	517-977-1745
Lansing West	Kelliann Rheume	517-708-8357
Monroe	Melanie Beste	734-682-3720
Muskegon	Christian Handzel	231-246-7557
Port Huron	Suzanna Stain	810-824-3652
Down River (Taylor)	Lynne Nowicki	734-992-6914
Waterford / Pontiac	Keisha Palmer	248-977-1380

Parent and Family Engagement

The Board of Directors acknowledges and appreciates parents and families as the primary educators and key decision-makers in a child's education. The board is firm in its belief that students learn best when there is a strong collaboration between the school and the student's parents and family. This partnership between home and school, along with increased parental and family engagement in their children's education, typically leads to enhanced academic performance, better student conduct, and decreased absenteeism.

The parental and family engagement plan will include:

- Relationships with Families
- Effective Communication
- Volunteer Opportunities
- Collaborating with Community
- Engaging Families in Decision Making and Advocacy

Admission and Enrollment

Any student residing in Michigan and aged 14 - 21 years old and who have been promoted to the 9th grade are eligible for enrollment into the school regardless of their citizenship or immigration status. All information about enrollment requirements and procedures will be made available for parents, students and families who have limited proficiency in English.

[Enrollment Contract and Program Expectations](#)

Nondiscrimination Policy

SVLCoM believes in equal educational opportunities for all regardless of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information. Moreover, the board does not tolerate harassment of any kind.

Educational opportunities will be available to all students, without regard to the protected classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the school, or social or economic background, to learn through the curriculum offered at the school. Educational programs shall be designed to meet the varying needs of all students.

SVLCoM will attend to the following matters to assure the nondiscrimination policy is met:

- Curriculum Content: Review curriculum, proposed courses of study and supplemental materials to detect any bias.
- Staff Training: Develop ongoing training for all staff.
- Student Access: Review programs, activities, facilities, and practices to ensure all students have equal access, and ensure facilities are available for non-curricular student activities.
- Academic Support: Ensure like aspects of the program receive like support.
- Student Evaluation: Ensure that tests, procedures, or guidance and counseling materials used are not differentiated or stereotyped on the basis of Protected Classes.

Compliance Officer:

John Prescott, Superintendent, 989.268.5343
7188 Avenue B, Vestaburg, MI

Authority

Section 1300 of the School Code authorizes the Board of Education to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management and carrying on of the public schools of the district, including regulations relative to the conduct of students concerning their safety while in attendance at school or en route to and from school. In addition, Public Act 6 of 1992, provides that a local or intermediate school district shall develop and implement a Code of Student Conduct and shall enforce its provisions with regard to student misconduct in a center, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity, whether or not held on school premises.

Attendance Policy

Attendance at SVLCoM for off-site students is measured in two ways: (1) Active logins; (2) Two-way communication with the mentor teacher & content teacher (if applicable). Students will work to complete a

class approximately every three weeks during the school year. This is measured from Wednesday to Tuesday, with a minimum progress rate in the given class set at 25%.

- All students must have two-way contact with the mentor teacher on a weekly basis.
- Students may not loiter at a center during the regular school day.

Dress Code

Students shall dress appropriately when attending a SVLCoM center. Students will refrain from wearing any clothes that represent:

- Tobacco products
- Alcohol products
- Drugs or drug paraphernalia
- Profanity

Special Education Services

SVLCoM has a proud tradition in delivering specialized instruction to children with disabilities. Our staff is always striving to provide students with a free and appropriate public education (FAPE). This includes access to the general education curriculum whenever appropriate, as mandated by Federal statutes and State standards. Through a variety of learning opportunities, students with disabilities will be provided targeted and individualized instruction allowing each child to progress both academically and socially. It is a goal of all special education staff to work cooperatively with other educators, parents, community members and local agencies in order to inspire students to think, learn, achieve and care in a global community.

Social Work Services

SVLCoM provides Licensed Master's level School Social Workers. School social workers provide an ecological approach to ensuring student success. They assist children and families by examining those factors in the home, school and/or community that are impacting a student's educational success and then assist in reducing those barriers to learning. These barriers may include but are not limited to: truancy, pregnancy, alcohol and other drug abuse, suicide and sudden death, child abuse and neglect, school safety, violence, basic family needs, economic factors, behavioral difficulties, social competencies, divorce, mental health concerns, and learning factors such as special education needs.

English Language Learner Services

SVLCoM's English Learners (ELs) Program exists to provide equity of access to our virtual curriculum to all students who speak English in addition to one or more home languages, as identified by a previous school or our school Home Language Survey. This may come in the form of state testing accommodations, class accommodations built into the virtual curriculum, and/or more specific language instruction by certified English as a Second Language (ESL) teachers in order to help EL students progress towards English Language proficiency across the four domains of language: listening, speaking, reading, and writing. These services will be in addition to the general education provided by SVLCoM. Students will also be assessed annually using the WIDA Access in order to be in compliance with the Every Student Succeeds Act (ESSA, 2015) and to provide the ESL staff with annual data used to guide instruction.

Multi-Tiered System of Supports (MTSS)

SVLCoM has a Multi-Tiered System of Supports (MTSS) framework in place to support students in our program. The MTSS framework assists educators in supporting the success of all students. When students fall below program expectations, staff will intervene and provide support and resources for the student to utilize. Students are expected to engage in supports so that they can be as successful as possible within our

program. Supports may include, but are not limited to: center attendance, login rate, communication, time on task. The intent of MTSS is to give every student the tools and resources needed to learn.

McKinney Vento Homeless Act

Children who are identified as meeting the Federal definition of “homeless” will be provided a free appropriate public education (FAPE) in the same manner as all other students of SVLCoM. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless. SVLCoM shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness. SVLCoM shall regularly review and revise its policies, including school discipline policies that may impact homeless students, including those who may be a member of any of the Protected Classes.

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and includes those who meet any of the following criteria:

- A. share the housing of other persons due to loss of housing, economic hardship, or similar reason
- B. live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations
- C. live in emergency or transitional shelters
- D. are abandoned in hospitals
- E. have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, or
- F. live in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting

Pursuant to the McKinney-Vento Act, an unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. Success will provide services to homeless students that are comparable to other students in our program including:

- A. Transportation services
- B. Public preschool programs and other educational programs and services for which the homeless student meets eligibility criteria including the following programs:
 - a. Children with disabilities
 - b. English Learners
 - c. Career & technical education
 - d. Gifted and talented students
 - e. School nutrition
 - f. Before and after school

Maintaining a stable school environment is crucial to a homeless student’s success in school. Students experiencing homelessness have the right to remain in their school of origin or the local attendance area school, according to the child’s best interest. The school of origin is the school that the student attended when permanently housed or last enrolled. The local attendance area school is any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

Students experiencing homelessness have the right to dispute their school assignment, if their assignment is other than their school of origin. In determining the best interest of the student, SVLCoM shall, to the extent feasible, keep the student in the school of origin, except when doing so is contrary to the wishes of the homeless student's parent or guardian or the unaccompanied youth. If the student is sent to a school other than the school of origin or a school requested by the parent or guardian, a written explanation, including a

statement regarding the right to appeal, will be provided to the homeless student's parent or guardian or the unaccompanied youth.

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

SVLCoM provides homeless students with transportation services that are comparable to those available to non-homeless students. Transportation would be arranged promptly to allow for immediate enrollment and will not create barriers to a homeless student's attendance, retention, and success.

The following procedures also apply subject to a determination of the student's best interest:

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

The board will appoint a liaison for Homeless Children who will perform the duties as assigned by the school leader. Additionally, the liaison will coordinate and collaborate with the state coordinator for the education of homeless children and youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

Children and Youth in Foster Care

The board of directors recognizes the importance of educational stability for children and youth in foster care. Further, the Board recognizes these children and youth as a vulnerable subgroup of students in need of safeguards and support in order to facilitate a successful transition through elementary and secondary education and into college and/or careers. To that end, SVLCoM will collaborate with the Michigan Department of Education, other schools, and the appropriate child welfare agencies to provide educational stability for children and youth in foster care.

Children who meet the Federal definition of "in foster care" will be provided a free appropriate public education (FAPE) in the same manner as all other students at SVLCoM. To that end, students in foster care will not be stigmatized or segregated on the basis of their status. SVLCoM shall establish safeguards that protect foster care students from discrimination on the basis of their foster care status or other of the recognized Protected Classes.

Consistent with the Fostering Connections Act, “foster care” means 24 hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes but is not limited to, placements in:

- | | |
|------------------------------|----------------------------|
| A. Foster family homes | E. Residential facilities |
| B. Foster homes of relatives | F. Child care institutions |
| C. Group homes | G. Pre-adoptive homes |
| D. Emergency shelters | |

SVLCoM shall remove all barriers to the enrollment and retention of children and youth in foster care in the school. Foster care students shall be enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

SVLCoM will meet the Title I requirements for educational stability for children and youth in foster care, including those awaiting foster care placement. SVLCoM shall identify which students are in foster care and shall collaborate with State and tribal child welfare agencies to provide educational stability for these children and youth. SVLCoM staff will work closely with child welfare agency personnel to develop and implement processes and procedures that include these enrollment safeguards:

- A. A child/youth in foster care shall remain in his/her school of origin, unless it is determined that remaining in the school of origin is not in that child’s best interest;
- B. If it is not in the child’s best interest to stay in his/her school of origin, the child shall be immediately enrolled in the determined new school even if the child is unable to produce records normally required for enrollment;
- C. The new (enrolling) school shall immediately contact the school of origin to obtain relevant academic and other records, including the student’s Individualized Education Program (IEP) if applicable.

Foster care children and their families shall be provided equal access to the educational services for which they are eligible comparable to other students attending SVLCoM including:

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

SVLCoM must ensure that transportation is provided for children in foster care consistent with the procedures developed by the school in collaboration with the State and local child welfare agencies. These requirements apply whether or not the LEA already provides transportation for children who are not in foster care.

In order for a student in foster care in his/her school of origin, when in his/her best interest, transportation services shall be provided, arranged, and funded for the duration of the child’s placement in foster care. The school’s transportation services will provide:

- A. Children in foster care needing transportation to their academies of origin will promptly receive that transportation in a cost effective manner and in accordance with Section 475(4)(A) of the Social Security Act; and
- B. If there are additional costs incurred in providing transportation to the school of origin, SVLCoM shall provide such transportation if 1) the local child welfare agency agrees to reimburse the school for the cost of such transportation; 2) the school agrees to pay for the cost; or 3) the school and the local child welfare agency agree to share the cost. (ESEA 1112(c)(5)(B).

If you or know of a student(s) experiencing homelessness, and need support; please contact Danielle Prince or Alecia Toth at 517-708-8357.

Academic Policies

It is the policy of the Board of Directors to acknowledge each students' successful completion of the instructional program or a personal curriculum appropriate to the achievement of goals and objectives as well as personal proficiency, by the awarding of a diploma upon completion of the instructional program.

Students shall successfully complete an online course or learning experience or shall have the online learning experience incorporated into each of the required credits of the Michigan Merit Curriculum. High School graduation must be earned by passing all mandated subjects, and earning the total credits required for a diploma. Credits towards a high school diploma may be earned by:

- A. Traditional coursework;
- B. Mastery of a subject area content expectations or guidelines for the credit;
- C. Related coursework in which content standards are embedded;
- D. Non-traditional coursework;
- E. Independent teacher-guided study;
- F. Testing out;
- G. Dual enrollment;
- H. Advanced placement courses;
- I. International baccalaureate or other "early college" programs; or
- J. Michigan Department of Education approved career & technical program online class.

A high school student shall be granted credit in any foreign language not offered by SVLCoM, provided s/he meets the competency criteria established by the School Leader (employed by the Board) Educational Service Provider. A regular high school diploma shall be awarded to every student enrolled at SVLCoM who meets the graduation requirements.

Michigan Merit Curriculum - High School Graduation Requirements (18 credits)

ENGLISH LANGUAGE ARTS (ELA)	4.0	SCIENCE	3.0
MATHEMATICS	4.0	SOCIAL STUDIES	3.0
VISUAL, PERFORMING, & APPLIED ARTS	1.0	PHYSICAL EDUCATION & HEALTH	1.0
HIGH SCHOOL STATE ASSESSMENT		WORLD LANGUAGE	2.0
ONLINE LEARNING EXPERIENCE		24-25 SVLCoM Course Guide	

Grading Scale

SVLCoM will assign letter grades according to the following grading scale upon the completion of students assigned courses. Passing grade for Test, Quizzes, and Exams is 70%.

%	Grade	%	Grade
100 - 92.5	A	76.4 - 72.5	C
92.4 - 89.5	A-	72.4 - 69.5	C-
89.4 - 86.5	B+	69.4 - 66.5	D+
86.4 - 82.5	B	66.4 - 62.5	D
82.4 - 79.5	B-	62.4 - 59.5	D-
79.4 - 76.5	C+	Below 59.4	F

Personal Curriculum

A Personal Curriculum (PC) is a tool that is provided for in Michigan law 380.1278b that allows specific modifications be made to certain requirements of the Michigan Merit Curriculum (MMC) in order to individualize the rigor and relevance of the educational experience. While the law specifies the areas in which modifications may be made for specific groups of students, the personal curriculum is intended to help make the MMC accessible to all students while maintaining the academic rigor required to uphold the integrity of the high school diploma. The need for, and potential effectiveness of, a personal curriculum must be determined on a student-by-student basis. A student's Educational Development Plan (EDP), inclusive of postsecondary goals, and Individualized Education Program, or IEP, (for students with disabilities only) should be examined in addition to the student's prior and current academic performance. There are many instructional and structural interventions available to a student that may help him or her access the full MMC successfully without a personal curriculum.

Michigan law states that "the parent or legal guardian of a pupil who has completed grade 9, a teacher who is currently teaching the pupil, who currently teaches in or whose expertise is in a subject area proposed to be modified by the personal curriculum, or a school counselor or school employee qualified to act in a counseling role may request a personal curriculum." Regardless of who initiates the PC process, both the parent/legal guardian and the superintendent (or designee) must agree to the PC that is developed by the committee in order for it to take effect. If either party refuses agreement, the personal curriculum will not be in effect for the student. Parent and Educator Guide can be found at:

https://www.michigan.gov/documents/mde/PC_Guide_1_2015_482101_7.pdf

Dual Enrollment Courses

Students can contact their Center Directors if interested in dual enrollment:

- Earn college credit while still in high school
- Meet both high school and college requirements with one college course
- Save money (and minimize debt) on college general education courses
- Accelerate their path toward a college diploma
- Acclimate to college-level learning

Dual Enrollment Guidelines:

- A. Districts are required to inform students about early college opportunities by March 1st of every school year.
- B. The max cost covered by the district per course is \$666 (included in this figure is the book cost, tuition, etc), students must cover additional costs.
- C. The postsecondary course is not offered by the local public school in which the eligible pupil is enrolled, unless the course is determined to not be available to the eligible pupil because of a scheduling conflict beyond the eligible student's control, or the district has determined it to be in the pupil's best educational interest to support the enrollment.
- D. According to state law, students who attain a non-transferable grade (D or F), or who withdraw from the course after the refund period must reimburse the school district before receiving their diploma.
- E. Eligibility Requirements:
 - a. Currently enrolled in Success as a student. All students 9th -12th grades are eligible but not enrolled in high school for more than four years (unless one of the exceptions provided for in the administrative rule has been satisfied).
 - b. Have at least one parent or legal guardian that is a resident of Michigan (unless the student is experiencing homelessness).
- F. All eligible students may take up to 10 dual enrollment courses. The number of courses a student is eligible to take per year is dependent on when they begin taking dual enrollment courses:
 - a. Starting in 9th grade: if a student begins dual enrollment in 9th grade, they can take up to two courses per year in 9th - 11th grades and up to four courses in the 12th grade.
 - b. Starting in 10th grade: If a student begins dual enrollment in 10th grade, they can take up to two courses in 10th grade and up to four courses each in 11th and 12th grades.
 - c. Starting in 11th and 12th grade: If a student begins dual enrollment in 11th or 12th grade, they can take up to six courses a year.
 - d. Courses that are a hobby, craft, recreational or a course that is in the areas of physical education, theology, divinity, or religious education, are not eligible.
 - e. Students may elect to take college courses during the school day, in the evening, or on weekends. Courses should be taken on campus or through a virtual university
 - f. Students may take dual enrollment throughout the summer. Many postsecondary institutions offer a spring term, which begins during a district's academic year and ends during the summer. If 50 percent or more of the college class/term falls within the local district's regular academic year (calendar), students must be allowed to enroll and receive tuition/fee support.
 - g. Understanding by the student's parent/guardian or by the student if over 18 or emancipated that if the student fails the class parent/ guardian or student are responsible for reimbursing Berrien Springs for the cost of the tuition.
 - h. If a student earns less than C- or does not complete a semester, ineligible for dual enrollment for the following semester.
 - i. Students receive a letter signed by the Center Director / Regional Director indicating eligibility to dual enroll.
 - i. Students enroll in eligible course(s) with a postsecondary institution.
 - ii. The postsecondary institution MUST send a follow up document to verify eligibility, course enrollment, and payment arrangements.

- iii. Following the drop date of course(s), postsecondary institutions should bill Berrien Springs for eligible charges (up to per course maximum), students responsible for any remainder.

Testing Out of High School Courses

According to Michigan Merit Curriculum Law, Sec. 1278(a)(4)(c), "A school district or public school academy shall also grant a student credit if the student earns a qualifying score, as determined by the department, on the assessments developed or selected for the subject area by the department or the student earns a qualifying score, as determined by the school district or public school academy, on one or more assessments developed or selected by the school district or public school academy that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit."

Success Virtual Learning Centers will grant credit to high school students not enrolled in courses that exhibit a reasonable level of mastery (70% or better on exam) in those courses. Credits will be awarded on a "pass" basis and not included in GPA. Credit will count toward fulfillment of subject area and course sequence requirements. Once credit has been earned by "testing out," students may not subsequently receive credit for a sequentially lower course in the same subject area. Testing out of classes must take place prior to the first day of school.

Commencement

Students satisfying all requirements will be invited to participate in commencement activities. Seniors must be full-time students to participate in the graduation ceremony. Any student who, at the end of their senior year, has not passed the required classes and accumulated the prescribed number of total credits to be able to graduate with his/her class will not be allowed to participate in commencement. The graduation ceremony is a privilege, not a right. The administration reserves the right to exclude from the ceremony students who do not complete their senior year in good standing with the school. Students who fail to complete all necessary credits required to graduate will be allowed to receive their original diploma if they make up the necessary credits by August 1 of their graduation year. If they complete the credits after September 1 of their graduation year, they receive a diploma in the school year congruent with the school year in which they completed the necessary credits. Diplomas will not be awarded to these individuals until such time as all requirements have been satisfied. Proper attire for commencement will be "cap and gown" and prescribed by the high school administration, with no alterations without the approval of the administration.

- Suggested Dress Code: Dark slacks, skirts, dress, dress shirt with tie, dress blouse (if wearing a skirt or slacks), dress socks, and dress shoes (no sandals)
- Cap and Gown: Anything beyond the provided cap and gown is subject to approval.

Work Permits

The Youth Employment Standards Act requires the school district's issuing officer to complete CA- 7 (Work Permit and Age Certificate) for persons age 16-17 and CA-6 for persons 15 and under (MCL 409.10 1 et. seq.) the Department of Education has also promulgated rules for the issuance of work permits (ACR 409.1 et seq.) Work permits may be obtained in the center director's office. A work permit may be revoked for poor academic performance. A work permit is required even if the minor is home/cyber/virtual/online schooled, does not attend school, or out-of-state resident.

Medication Procedure

The administration of medication (prescribed or over-the-counter) by school personnel shall be authorized and performed only in exceptional circumstances, when administration of the medication by the parent at home is impossible or extremely difficult. Only school personnel that are specifically authorized by the building center director or his/her designated representative will administer medication. This authorization shall be issued only in compliance with the following conditions:

1. The Medication Administration consent form must be signed by the student's parent or guardian before medication (prescription or over-the-counter) can be administered during school hours. This form may be obtained in the center director's office,
2. Prescription medication must be in its original, most recent pharmacy container.
3. Over-the-counter medication must be in its original container with labeled directions on the bottle with the student's name clearly marked on the container. The parent assumes responsibility to notify the school if medication has been given prior to the start of school to ensure that adequate spacing of the medication doses will be appropriate.
4. Medication taken to the center will be properly secured. Medication must be conveyed to and from school directly by the parent or transported by transportation personnel (bus drivers and/or bus aide) at parental request. This should be arranged in advance. Two to four weeks' supply of medication is recommended. Medication may not be sent to school in the student's lunch box, pocket, or other means on or about his/her person. An exception to this would be emergency medication for allergies and/or reactions. The student's parent or guardian assumes responsibility to inform the building center director or his/her designated representatives of any change in the student's medication. In order to change the dose of a medication at school, we must have written documentation from the physician or a new prescription bottle with the recent dosage change. A record shall be maintained which indicates the time, date, and amount of medication given. The adult giving the medication shall sign this form.

Inhaler Policy

A student of a public school may possess and use a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, or before exercise to prevent the onset of asthmatic symptoms, at school, on school-sponsored transportation, or at any activity, event or program sponsored by or in which the student's school is participating. The following conditions must be met for use:

1. To possess and use the inhaler, the student has written approval from the student's physician or other health care provider authorized by law to prescribe an inhaler and, if the student is a minor, from the student's legal parent or guardian.
2. The center director or other chief administrator of the student's school has received a copy of each written approval required for the student.

Fire Drills

Fire drills are a very important facet of the total operation of SVLCoM. It is important that we be organized and aware of how to vacate the drop in centers in the least possible time. We will conduct a minimum of five (5) fire drills during the course of the school term (required by law) and possibly others as the need arises. A warning call - will be made to indicate that a fire drill has been called. Students are to proceed to the designated exit, move clear of the building, and remain there until an announcement is made for staff and students to return to the original center area.

Lockdown Drills

These drills are an important aspect of safety training at Success VLCoM. It is important students and staff are aware of the procedures to provide safety in the event of an outside or inside threat in our learning centers. With assistance from local law enforcement, the school will conduct a minimum of three (3) drills during the school year (required by law).

Tornado Drills & Procedures

Tornado drills are a very important facet of the total operation of SVLCoM. It is important that we are organized and aware of how to provide safety within our drop in centers. Students are then to proceed to the designated areas and remain there until an “all clear” announcement has been made. We will conduct a minimum of two (2) drills during the course of the school term (required by law) and possibly others as the need arises.

The Center Director’s office has a Civil Defense monitor. Weather information comes directly to the office from the local Weather Bureau through the Civil Defense program. The following procedures will be followed as we receive official weather warnings:

- Tornado Watch (conditions are right for tornadoes to possibly develop)
- The school program itself will remain unchanged. Centers will be notified of the watch and school officials will be extra alert for any further developments.
- Tornado Warning (tornado has actually been sighted in the area) *Students will not be allowed to leave the center during a tornado warning.* All safety precautions will be followed to ensure that students are in the safest possible places in the building. *Parents are requested to cooperate as follows:* Do not phone the school when a tornado warning is in effect. It is imperative that school lines are open at this time for official calls. During a tornado watch or warning, a parent or guardian may sign out his/her student(s) in the main office of each center.

Student Expression

Students may exercise their constitutionally protected right as long as they do not interfere with the operation and management of SVLCoM. At no time should the expression of a student restrict the freedom of others to express themselves. The use of obscenities or personal attacks in any form of expression is strictly prohibited and will subject the student to disciplinary action at the discretion of the school administration. At no time does any student have the right to obstruct or otherwise impair the normal operation of the school setting. Students should keep in mind that there is an appropriate time, place, and manner for the expression of personal opinions and beliefs.

Searches

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, school lockers and desks, or student automobiles under the circumstances outlined below, and may seize any illegal, unauthorized, or contraband materials discovered in the search. Student lockers and desks are school property and remain at all times under the control of the SVLCoM; however, students are expected to assume full responsibility for the security of their lockers and desks. Students should not expect privacy regarding items placed in school property because school property is subject to search at any time by school officials. Periodic general inspections of lockers and desks may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. A student’s failure to permit searches and seizures as

provided in this policy will be considered grounds for disciplinary action of ten (10) days out-of-school suspension up to expulsion. A student's person and/or personal effects (e.g., purse, backpack, athletic bag) may be searched whenever a school official has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. If a search yields illegal or contraband materials, such findings may be turned over to proper legal authorities, in addition to school-imposed consequences.

Student Code of Conduct and Discipline Policy

The Success Virtual Learning Centers believe that every student should have an equal opportunity to gain an education which is beneficial to the student and society, and that an atmosphere conducive to instruction must exist if learning is to occur. The parent-teacher team must work cooperatively and use all possible means to direct students toward acquiring behavior and attitudes compatible with community norms. It is important that the child is taught such behavior at home. The school must have the cooperation of the parents and students if an atmosphere is to be created within the school setting, which permits education to take place. Therefore, guidelines and rules have been established which are fair and reasonable. Those who violate the rules and guidelines, thus compromising the educational atmosphere, must be disciplined and even separated from members, if need be, to preserve the very basic purpose of attending school "EDUCATION." It is the hope of the Board of Education that disciplinary measures taken by school officials will prove beneficial to the particular student and/or to the student body. When a student has involved himself/herself in such misbehavior and has not responded to basic methods of school discipline, he/she will be returned to the parent or guardian who has the primary responsibility for his/her behavior. The primary reason here is to develop a working relationship between the parent and the student, since the parent, after being made fully aware of the situation, will exercise his/her parental responsibility before readmission.

Using practices that address disciplinary issues as opportunities of learning instead of punishment, Success Virtual Learning Centers of MI will create an inclusive, achievement oriented culture by implementing best practices like Positive Behavior Interventions and Supports, and restorative practices to help guide student conduct. These partnered with social emotional learning will contribute to and develop a positive school climate.

Students are expected to be in the center prepared to learn. Students who disrupt center routine or who distract teachers and students may be removed from the center. Because of the nature of certain centers, teachers may establish specific regulations to apply to individual situations. The types of behavior discussed in this section shall be grounds for discipline as defined. These categories are general in nature and are not deemed to be all-inclusive. Courteous, respectful, and responsible behavior fosters a positive climate for the learning community.

Rights and Responsibilities

- If a student feels unsafe or is threatened, the student or the student's parent/guardian should contact the center director.
- Individual rights relate to individual responsibilities and must be seen in relation to the safety, health and welfare of all members of the school community.

Expectations of student conduct should align within the bounds of reasonable behavior expected of all members of a community. While students do have the freedom, and are encouraged, to express their individuality at school, they must ensure that their conduct does not infringe on another's rights to receive

their education.

All students should recognize the consequences of their language, manners and actions toward each other, school staff, and volunteers. Students need to understand that they benefit from an orderly school operation and, as members of the school community, acknowledge their responsibility to promote a mutually respectful learning environment and support the reduction of any disruption to learning. The following pages list actions that can cause disruptions and, therefore, require some action to address the harm they cause. Whenever possible, the action to address this misconduct should include steps to heal the harm and restore the community members affected.

Students have the responsibility to:

1. Take responsibility for your learning and recognize that it is a process.
2. Attend school regularly and be prepared to learn.
3. Respect yourself and others at the center, or at any school-related activity.
4. Respect the rights & feelings of fellow students, parents, educators, visitors, guests.
5. Work within the existing structure of the school to address concerns.
6. Know and comply with the school rules and policies.
7. Participate in your learning community, including helping formulate rules and procedures in the school, engaging in school-related activities, and fostering a culture of respect for learning and for others.

Parents have the responsibility to:

1. Take responsibility for your child(en)'s development as learners by providing a home environment suited for learning and developing good study habits.
2. See that your child(ren) participates and communicates with school staff regularly.
3. Provide for your child(ren)'s general health and welfare as much as possible.
4. Teach & model respect for yourself, your child, and members of the school community.
5. Support the school's efforts to provide a safe and orderly learning environment.
6. Advocate for your child(ren) and take an active role in the school community.
7. Attend your child(ren)'s parent/teacher conferences.

Educators have the responsibility to:

1. Take responsibility for students' development as learners, including their academic success and positive social-emotional development, recognizing that children should be subject to behavior management and discipline policies appropriate to their age and level of understanding.
2. Model and provide a mutually respectful and accountable atmosphere for learning that includes all members of the school community.
3. Schedule conferences with students, parents and other school personnel in an effort to understand and resolve academic and behavioral problems. Make every effort to accommodate families whose work schedules, access to transportation, or distance from the centers limits their ability to meet or participate.
4. Keep parents informed of their students' challenges, effort and success.
5. Encourage students to participate in the center, and other school-related activities.
6. Know and enforce the rules and policies consistently, fairly, and equitably.
7. Participate in formulating rules, procedures and professional development.

Michigan students, in all of their diversity, must be educated in a safe and supportive environment that fosters academic success and healthy development. In alignment with the Michigan State Board of Education's mission to have "all students graduate ready for careers, college and community", SVLCoM will institute the following code of conduct.

The Code of Conduct sets forth student rights and responsibilities while at school and school-related activities, and the consequences for violating school rules. It defines behaviors that undermine the safety and learning opportunities for all members of the school community and favors actions that encourage positive behavior and learning over actions designed to punish. When determining the consequences of student misconduct, school officials may use intervention strategies and/or disciplinary actions. Recognizing the importance of keeping students in school learning as much as possible, school staff will consider the following factors when determining appropriate consequences for misconduct:

- Student's age
- Student discipline history
- Whether the student has a disability
- Seriousness of the violation or behavior
- Whether the violation or behavior committed by the student threatened the safety of any student or staff member
- Whether restorative practices will be used to address the violation or behavior
- Whether a lesser intervention would properly address the violation or behavior

The code of conduct will be administered fairly, without partiality or discrimination. The code of Student Conduct does not diminish any rights under federal law (20 U.S.C. 1400 et seq.) of a student determined to be eligible for special education programs and services.

When and Where the Code of Student Conduct Applies

The Code of Student Conduct applies before, during and after school and whenever a student is engaged in a school-related activity. Each student is expected to follow this code of conduct:

- "At school", meaning in the center, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school sponsored activity or event, whether or not it is held on school premises.
- When a student's conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff.
- When a student is using school telecommunications networks, accounts, or other district services.

Anti-Harassment and Bullying Anti-Harassment Policy

It is the policy of the Board of Directors to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all school operations, programs, and activities. All students, administrators, teachers, staff and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, height, weight, marital or family status, military status, ancestry, or genetic information (collectively, "Protected classes"). The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

Harassment

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

- A. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or
- C. Has the effect of substantially disrupting the orderly operation of the school.

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

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

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender. Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

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

- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendos; unwelcome suggestive or insulting sounds or whistles or obscene telephone calls.
- E. Sexually suggestive objects, pictures, videotapes, audio recording or literature, placed in the work or educational environment, which may embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. Inappropriate boundary invasions by an employee or other adult member of the school community into a student's personal space and personal life.
- J. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Other Types of Harassment

- A. Race/Color Harassment
- B. Religious Harassment
- C. National Origin Harassment
- D. Disability Harassment
- E. Gender Identity

Anti-Harassment Compliance Officer:

John Prescott, Superintendent, 989-268-5343
7188 Avenue B, Vestaburg, MI

Bullying Policy

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

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

"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 one (1) or more pupils either directly or indirectly by doing any of the following:

- A. Substantially interfering with the educational opportunities, benefits, or programs of one (1) or more pupils.
- B. 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.
- C. Having an actual and substantial detrimental effect on a pupil's physical or mental health.

- D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

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

- A. Substantially interfering with the educational opportunities, benefits, or programs of one (1) or more pupils.
- B. 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.
- C. Having an actual and substantial detrimental effect on a pupil’s physical or mental health.
- D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying: Reporting and Investigating

Every student is encouraged to report any situation that he or she believes to be bullying behavior directed toward a student, teacher, counselor, administrator, or other staff member. Staff members shall report any reports made by students or situations that they believe to be bullying behavior directed toward a student to the school leader or educational service provider. Complaints against the Educational Service Provider shall be reported to the Board.

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

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

All complaints about bullying that may violate this policy shall be promptly investigated and documented. The educational service provider or designee is responsible for the investigation. If the investigation results in a finding that bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for students, up to and including discharge for employees, and up to and including exclusion from school property for parents, guests, volunteers and contractors. Individuals may also be referred to law enforcement officials. The board may utilize restorative practices that emphasize repairing the harm to the victim and school community in the correction of bullying behavior, which may include victim-offender conferences that:

- A. Are initiated by the victim;
- B. Are approved by the victim’s parent or legal guardian or, if the victim is at least 15, by the victim;

- C. Are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the restorative practices team); and
- D. Would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these. The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

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

The school shall document any prohibited incident that is reported and shall document all verified incidents of bullying and the resulting consequences, including the required notification of parents or guardians and any discipline and referrals. The superintendent is the school official responsible for ensuring that this policy is implemented.

Confidentiality

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

Reporting

As required by state statute, the school shall provide a report of all verified incidents of bullying and other required information to the Michigan Department of Education on an annual basis, according to the form and procedures established by the Department. As required by state statute, the school's procedures with respect to bullying are contained within this policy, and thus no administrative guidelines accompany this policy.

Regarding Exclusionary Discipline

Recognizing the negative impact of exclusionary discipline, SVLCoM will reserve exclusion for only the most serious offenses. We will employ a variety of other preventive discipline measures before making the decision to exclude a student from the centers. To foster each student's academic success and social development, Success Virtual Learning Centers will consider research-based social and emotional learning strategies designed to promote positive behavior and modify negative behavior while holding students accountable and minimizing exclusion time. Centers may use a variety of research based preventative and discipline measures such as:

- Positive Behavior Interventions and Supports (PBIS)
- Michigan Model for Health
- Focused instruction to avert academic failure

- Restorative practices
- Early intervention/diversion programs for substance abuse and other violations
- Family supports and referrals to available community-based resources as appropriate.

Student-Staff Relationship

Students may, on occasion, disagree with a teacher. Many times, these types of issues are easily resolved when the teacher and student are provided with an opportunity to share their thoughts with one another in a private setting. These issues, misunderstandings, or disagreements should not be resolved in front of other students or in the main area of the center. Students wishing to address these types of issues should resolve their concerns using the following steps:

- 1: The student should schedule a meeting with the teacher to resolve their problems or differences. Both parties shall mutually agree upon the date and time for the meeting. The meeting can occur when it is convenient for both the student and teacher, and a suitable space can be determined by both parties.
- 2: In the event that the student and teacher are unable to resolve their differences, a meeting should be scheduled with the student's parents and the teacher. Both parties shall mutually agree upon the date and time for the meeting.
- 3: In the event that the parent and teacher are unable to resolve their differences, a meeting should be scheduled with the Center Director, student, parent and teacher all present. All parties shall mutually agree upon the date and time for the meeting.
- 4: In the event that the center director is unable to resolve the differences, the parent may schedule a meeting with the Regional Director. All parties shall mutually agree upon the date and time for the meeting. The Regional Director shall determine who should be present during this meeting. Please Note: Students not adhering to the above procedures may be held accountable / reported for disruptive/disorderly behavior or insubordination, depending on the situation.

Due Process Procedures

The school recognizes that the Fourteenth Amendment to the US Constitution allows for substantive and procedural due process, and the supreme courts upheld that this applies in schools as well. Substantive due process demands that a school produce rules that are reasonable and fair. Procedural due process protections apply to exclusionary discipline, including suspensions and expulsions from school. Due process, in either instance, is a flexible concept. The standards required depend upon the seriousness of the allegations and the possible discipline action that may be imposed.

Students and families are guaranteed the following elements will be applicable in all disciplinary actions:

- Students will be made aware of the reason for the disciplinary action immediately.
- Parents will receive notification of the incident and the school consequences within 24 hours of the decision being made.
- In the event of a hearing, students can question staff and students involved in the incident or witness to it, will be provided copies of all documents to be used in the hearing, can present evidence in the hearing, can rebut adverse testimony, can be represented by qualified counsel, and has the right to an impartial hearing and an appeals process.

School administrators are authorized by the Board of Education to suspend a student for committing a gross misdemeanor or for engaging in persistent disobedience. Suspensions for longer than ten (10) student attendance days may be imposed only by action of the Board of Education. A student may be suspended by

the school administrator while charges and a recommendation for expulsion or suspension for longer than ten (10) school attendance days are pending before the Board of Education, unless otherwise limited by these procedures and/or requirements of the law.

Definitions

Short Term Suspension: A short term suspension occurs when a student is suspended for one (1) school day, up to and including five (5) school days. During a short term suspension the student will lose the privilege of attending a SVLCoM center location for the prescribed number of school days, however, will continue to be a virtual student with SVLCoM. Academic support including teacher contact will be provided throughout the short term suspension.

Long-Term Suspension: A long-term suspension is when a student is suspended for more than five (5) school days. During a long-term suspension, the student will lose the privilege of attending any SVLCoM center location for the prescribed number of school days, however will continue to be a virtual student with SVLCoM. Academic support including teacher contact will be provided throughout the long-term suspension.

Expulsion: When the school district's board of education terminates the student's rights and privileges to attend school, including extracurricular activities, they are expelled from school. An expulsion is for an indefinite time, unless specified by the school board or state law.

Appeals Process

A student that disagrees with the decision of the board of education may, within five (5) days of receipt of the decision, petition the board of education for the opportunity to request an appeal or reconsideration by the board or its designee. The petition shall be in writing and contain the reason that the board or its designee decision should be reviewed or reconsidered. The board of education may grant or deny the request for an appeal or request for reconsideration. If granted, the board shall notify the student in writing of the procedures to be used for the appeal or the request for consideration.

Types of Suspension and Expulsion

Weapons, Arson, or Criminal Sexual Conduct Expulsion

For students in grades six (6) and above, school districts are required to expel students who possess a dangerous weapon, commit arson, or engage in criminal sexual conduct in a school building or on school grounds. The law allows for possible reinstatement [MCL 380.1311].

The term "criminal sexual conduct" is defined in the Michigan Penal Code, 1931, PA 328 MCL 750.520. It refers to sections which describe various levels of sexual penetration, sexual conduct, and assault with intent to commit criminal sexual conduct [MCL 750.520b, 520c, 520d, 520e, 520g].

The term "dangerous weapon" means a firearm, dirk, dagger, stiletto, iron bar, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, and brass knuckles [MCL 380.1313(4)].

The definition of "firearm" in section 380.1311 refers to the definition of that term in the federal Gun-Free Schools Act of 1994, which in turn refers to another section of federal law which defines "firearm" as:

- Any weapon (including a starter gun) which will or is designed to, or may readily be converted to,

- expel a projectile by the action of an explosive.
- The frame or receiver of any such weapon.
- Any firearm muffler or firearm silencer.
- Any destructive device.

1. Dangerous Weapon Exceptions: School boards are not required to expel a student if the student can establish in a clear and convincing manner at least one of the following:
 - The object or instrument possessed by the student was not possessed for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
 - The weapon was not knowingly possessed by the student.
 - The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon. The student should KNOW what a dangerous weapon is by this policy's definition.
 - The weapon was possessed by the student at the suggestion, request or direction of, or with the express permission of school or police authorities.

A student who possesses a weapon in a weapon-free school zone or commits arson or criminal sexual conduct at school or on school grounds is expelled from all Michigan Public Schools unless the school district operates or participates in an alternative education program appropriate for expelled students. At the school district's discretion, the district may admit the student to that program or a "strict discipline school".

****Due to the nature of the opportunity provided in the SVLCoM blended learning program, a student could potentially be removed from the privilege of attending the SVLCoM centers, but still be allowed to remain in the program in a strictly virtual environment.**

1. Weapon-Free School Zone and School Property Definition: "Weapon-free school zone" means school property and a vehicle used by a school to transport students to or from school property [MCL 750.237a]. "School property" means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses [MCL 750.237a].
2. Reporting Requirements: If a dangerous weapon is found in the possession of a student while the student is attending school or a school activity, or while the student is en route to or from school on a school bus, the superintendent of the school district or intermediate school district, or his or her designee, shall immediately report that finding to the student's parent/guardian and the local law enforcement agency [MCL 380.1313(1)].

Physical Assault - Student to Employee, Contractor, or Volunteer

A student in grade six (6) or above who commits a physical assault against an employee, contractor, or a volunteer of a district, at school or on school grounds shall be expelled permanently, subject to possible reinstatement. The term "physical assault" means "intentionally causing or attempting to cause physical harm to another through force or violence" [MCL 380.1311a].

A student expelled for committing physical assault against an employee, contractor, or volunteer of a district at school or on school grounds is expelled from all Michigan Public Schools unless the school district operates or participates in an alternative education program appropriate for expelled students. At the school district's discretion, the district may admit the student to that program or a "strict discipline school".*

*Due to the nature of the opportunity provided in the SVLCoM blended learning program, a student could potentially be removed from the privilege of attending the SVLCoM centers, but still be allowed to remain in the program in a strictly virtual environment.

Physical Assault - Student to Student

A student in grade six (6) or above who commits physical assault against another student shall be suspended or expelled for up to 180 school days by the school board or its designee if the physical assault is reported to the school board, superintendent, or principal. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence” [MCL 380.1310].

Bomb Threats or Similar Threats

If a student in grade six (6) or above makes a bomb threat, or similar threat, directed at a school building other school property, or a school-related event, then the school board or the designee on behalf of the school board, as described in MCL 380.1311(1), shall suspend or expel the pupil from the school district for a period of time as determined at the discretion of the school board or its designee. The school board policy should include the types of behavior for which a student who makes a bomb threat, or similar threat, would be suspended or expelled.

Petitioning for Reinstatement

For students in grades six (6) or above, although the law calls for the “permanent” expulsion of a student who possesses a dangerous weapon in a weapon-free school zone, commits arson, criminal sexual conduct, or a physical assault against an employee, contractor, or a volunteer of a district, at school or on school grounds, the law provides a process for petitioning for reinstatement to school [MCL 380.1311 (5) and 380.1311a (5)]. It is the responsibility of the petitioning person (a parent, legal guardian, or the expelled student if he or she is at least 18 years of age or is an emancipated minor) to prepare and submit the petition for reinstatement.

Petition for Student to Return to School

For a student in grade six (6) or above that is expelled for committing a physical assault against an employee, contractor, or volunteer, the parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated 180 school days following the date of expulsion.

For a student in grade six (6) or above that is expelled for committing a physical assault against an employee, contractor, or volunteer, the parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated 180 school days following the date of expulsion.

SVLCoM may establish additional reinstatement procedures as needed in the event that students are expelled for reasons other than those listed above.

Committee Review and Recommendations

The local school board may include conditions in a petition for reinstatement, including the successful completion of a restorative justice process or a similar effort, which the student can complete during the exclusion period or as a condition for returning to school. If the expelling school board denies a petition for

reinstatement, the petitioner may petition another school board for reinstatement. The following timelines and procedures apply to reinstatement:

Within ten (10) school days after receiving a petition for reinstatement, the school board must appoint a committee of two school board members, one school administrator, one teacher, and one parent of a student in the school district to review the petition and any supporting information submitted by the petitioner. During this time, the superintendent may prepare and submit information concerning the circumstances of the expulsion and any factors weighing in favor of or against reinstatement.

Not later than ten (10) school days after being appointed, the committee must review the petition and supporting information, together with information provided by the school district, and submit a recommendation to the school board. The committee may recommend unconditional reinstatement, conditional reinstatement, or against reinstatement. The recommendation must be accompanied by an explanation of the reasons for the recommendation. If the recommendation is for conditional reinstatement, it must include any recommended conditions. According to the law, the committee's recommendation must be based on all of the following factors:

- The extent to which reinstatement of the student would create a risk of harm to pupils or school personnel.
- The extent to which reinstatement would create a risk of school district or individual liability for the school board or school district personnel.
- The age and maturity of the individual.
- The student's school record before the incident that caused the expulsion.
- The student's attitude concerning the incident that caused the expulsion.
- The student's behavior since the expulsion and the prospects for remediation.
- If the petition was filed by a parent or legal guardian, the degree of cooperation and support that has been provided by, and that can be expected from, that person if the student is reinstated, including, but not limited to, receptiveness toward possible conditions placed on the reinstatement [MCL 380.1311 (5)(e)].

The committee may also choose to consider such factors as the successful completion of restorative justice measures, the presence of mental health considerations, family situations that might be impacting the child's behavior, observations from a school-based advocate for the student, and more.

School Board Decision

After receiving the committee's recommendation, the school board must make a decision no later than the next regularly-scheduled board meeting. The school board must decide either to reinstate the student, to conditionally reinstate the student, or to deny reinstatement.

Before conditionally reinstating the student, a school board may require a student and the parent or legal guardian to agree in writing to specific conditions. The conditions may include, but are not limited to the following:

- Successful completion of a restorative justice process and evidence of compliance with the resulting agreement developed by the participating affected parties.
- Agreement to a behavior contract which may involve the student, parent or legal guardian, and an outside agency.

- Participation in, or completion of, an anger management program or other appropriate counseling.
- Periodic progress reviews.
- Specified immediate consequences for failure to abide by a condition.

The law specifies that the decision of the school board is final.

Alternative Education

A school district may provide alternative education for a student who has been suspended or expelled. The Michigan Attorney General issued an opinion cited as 9185 OAG 6271 in which he stated that the board of education of a school district which, in accordance with due process requirements, suspends for a lengthy period of time or permanently expels a non-handicapped student who is subject to the compulsory education requirements is not required to provide an alternative education program for a student. The Michigan State Board of Education, however, encourages school districts to provide alternative education opportunities for excluded students. It encourages schools to explore the MDE's list of alternative education providers on its Michigan Safe Schools website at <http://www.michigan.gov/safeschools/0,4665,7-181-49444-232580--,00.html> with the goal of keeping suspended and/or expelled students engaged in learning.

Ultimately, however, it is the responsibility of the parent or legal guardian to locate a suitable alternative education program and to enroll their child in a program during the expulsion.

Note: Success Virtual Learning Center of Michigan is an alternative education program. Due to the nature of the opportunity provided in the SVLCoM, a student could potentially be removed from the privilege of attending the SVLCoM centers, but still be allowed to remain in the program in a strictly virtual environment.

Mandatory Expulsion

Subject to 1310(d), a student who has been expelled for weapons, arson, criminal sexual conduct, or physical assault against an employee or volunteer is expelled from all public schools unless the district operates or participates in an alternative education program appropriate for the mandatory expelled student and at the school district's discretion admits the student to that program or strict discipline school. [MCL380.1311(2) and 380.1311a(2)].

A program operated for mandatory expelled students must ensure that a student is physically separated at all times during the school day from the general pupil population. If the student is not placed in an alternative education program or a "strict discipline school", the school district may provide or arrange for the intermediate school district to provide to the student appropriate instructional services at home. Homebound services are designed to help students who are unable to attend school to keep up with their studies [MCL 388.1709].

Violations of the Code of Student Conduct

The school community will maintain a safe and supportive environment and persistently check that students can identify respectful and accountable conduct toward themselves, their peers, adults, and property. In the event that students violate any part of the code of student conduct, the school community will apply support and guidance to increase the opportunity for the student to both offer restitution and learn from mistakes.

School administrators and staff may use mutually respectful and accountable intervention strategies, as determined by local district policies including, but not limited to, restorative practices, staff and student/parent conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution and peer mediation, and programs for anger management and violence prevention. They may also refer students and/or families to community based services such as mental health care, substance abuse prevention and diversion, and others. Any of the following intervention strategies and disciplinary actions may be used alone, or in combination:

- Administrator/student conference or reprimand
- Referrals and conferences involving staff, behavioral specialists or other agencies
- Daily/weekly progress reports
- Behavioral Contracts or Behavior Intervention Plan (BIP)
- Behavior intervention training =/coordination of strategies for appropriate personnel
- Cooperate with the parent/guardian to ensure follow-through on behavior intervention
- Counseling and psychological services
- Change in student's class schedule
- School service assignment
- Confiscation of inappropriate item
- Support restitution for offense
- Restoration for all affected parties
- Teacher/Center "snap suspension"
- Short and/or Long term removal from the center
- Law enforcement agency notification

Intervention strategies are not limited to those listed herein. Other methods of addressing misconduct may be appropriate, depending upon the circumstances. Educators will seek the option of maximizing students' learning and social development while prioritizing keeping students engaged in learning.

Various types of misconduct are defined below. These definitions of misconduct are not all-inclusive, but only representative and illustrative. A student who commits an act of misconduct not listed herein is nonetheless subject to disciplinary action. These definitions are subdivided by seriousness of misconduct.

SVLCoM staff may use intervention strategies including preventative measures such as intensive instruction, social-emotional learning, PBIS, restorative practices, teacher/student conferences, auxiliary staff/student intervention, and teacher/parent/guardian contacts for every type of violation listed here. As required by law, the staff will refer the last group of violations directly to school administrators due to the serious and/or unlawful nature of the misconduct. At the option of school administrators, a student accused of any violation of The Code of Student Conduct may be referred to a school social worker or counselor, in conjunction with or in lieu of other disciplinary procedures. Where the misconduct is subject to mandatory discipline under state law, however, the school board will act to impose any mandatory sanctions.

In consideration for the seven factors, and the safety and well being of our staff and students, SVLCoM staff and center directors will consider any violation of the Code of Conduct within a center as a serious offense. Center Directors will attempt to diffuse situations within the center using a variety of strategies, however, on occasion actions may result in a determination of gross disobedience. Gross Disobedience within the center will result in immediate action being taken by the staff and center director. Actions of the Center

Director will be progressive in nature and action will follow the steps provided below:

1st Offense: Center privileges removed 1-3 days and if applicable a meeting with parents/guardians.

2nd Offense: Center privileges removed 2-5 days, a meeting with parents/guardians as applicable, and a center Behavior Intervention Plan.

3rd Offense: Center privileges removed a minimum of 5 days with a recommendation to the board for an extended removal up to 90 days, a recommendation for social work and a Behavior Intervention Plan re-evaluation.

4th Offense: Recommendation will be made to the board for the student to become a strictly virtual student with Success VLCoM.

Violation Definitions

1. **Bullying/Cyberbullying:** A student will not engage in bullying or cyberbullying any student/staff member for any reason in a center, elsewhere on school premises, or at a school sponsored event. "At school" includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the telecommunications access device or the telecommunications service provider is owned by or under the control of the school.

"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 one or more pupils either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits, or programs of one (1) or more pupils.
- 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.
- Having an actual and substantial detrimental effect on a pupil's physical or mental health.
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

****See the Board Bullying Policy for additional information about bullying/cyberbullying.**

1. **Cheating/Academic Misconduct:** A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials. Discipline under this section may result in academic sanctions in addition to other discipline.
2. **Defacement of Property:** A student will not willfully cause defacement of, or damage to, property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks or tables, and spray-painting surfaces are example acts of defacement.
3. **Destruction of Property:** A student will not intentionally cause destruction of property of the school or others. Actions that impair the use of something are destructive. Ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary are example acts of property destruction.
4. **Disorderly Conduct:** A student will not knowingly harass others or misbehave in a manner that causes disruption or obstruction to the educational process. Disruption caused by talking, making noises, throwing objects, or otherwise distracting another constitutes disorderly conduct. Behavior is considered disorderly if a teacher is prevented from starting an activity or lesson, or has to stop

instruction to address the disruption, this includes being given repeated instructions or being corrected MULTIPLE times in the center.

5. False Identification: A student will not use another person's identification or give false identification to any school official with the intent to deceive school personnel, complete assigned coursework, or falsely obtain money or property.
6. Fighting: A student will not physically fight with another person. Self-defense or defense of others may be taken into account in determining whether this provision has been violated.
7. Forgery: A student will not sign the name of another person for the purpose of defrauding school personnel or the Board of education.
8. Fraud: A student will not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value.
9. Gambling: A student will not engage in any game of chance or contest on school property (which includes school equipment) wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.
10. Gang Activity: A student will not by use of violence, force, coercion, threat of violence, or gang activity, cause a disruption or obstruction to the educational process. Gangs are defined as organized groups of students and or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district's educational mission. Gang Activity includes any one of the following:
 - a. Wearing or displaying any clothing, jewelry, colors or insignia that intentionally identifies the student as a member of a gang, or symbolizes support of a gang.
 - b. Using any word, phrase, written symbols, or gesture that intentionally identifies a student as a member of a gang, or otherwise symbolizes support of a gang.
 - c. Gathering of two or more persons for purposes of engaging in activities or discussions promoting gangs.
 - d. Recruiting student(s) for gangs.
11. Harassment/Intimidation: A student will not engage in or participate in any behavior that is included in the definition of harassment or intimidation. Harassment or intimidation means any gesture or written, verbal, or physical act that a reasonable person under the circumstances should know will have the effect of harming a student or damaging the student's property, placing a student in reasonable fear of harm to the student's person or damage to the student's property or that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment or intimidation includes, but is not limited to, a gesture or written, verbal or physical act.
12. Hazing: The act of hazing is a crime in Michigan and will not be tolerated in the district. A student will not engage in or participate in any behavior that is included in the definition of hazing. The term "hazing" means "an intentional, knowing, or reckless act by a person acting alone or acting with others that is directed against an individual and that the person knew or should have known endangers the physical health or safety of the individual, and that is done for the purpose of pledging, being initiated into, affiliated with, participating in, holding office in, or maintaining membership in any organization." The term "organization" means "a fraternity, sorority, association, corporation, order, society, corps, cooperative, club, service group, social group, athletic team, or similar group whose members are primarily students at an educational institution."
13. Public Display of Affection: Students will not engage in inappropriate displays of affection.

14. Appropriate dress and grooming: A student will not dress or groom in a manner that disrupts the educational process or is detrimental to the health, safety, or welfare of others.
15. Appropriate use of Electronic Communication Devices: Students may possess a cellular telephone or other electronic communication device while at school provided that while working in the center, the device is on silent mode, and the student responsibly accepts any calls in the break room, out of the center main area.
16. Insubordination/Unruly Conduct: A student will not willfully ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, write an assignment, work with another student, work in a group, take a test or do any other class, refusing to leave a hallway or another location when instructed by a school staff member, or running away from school staff when told to stop constitutes unruly conduct or school related activity not listed herein.
17. Leaving School: A student understands that once they have arrived at the center for the day, they are not allowed to return if they leave. Therefore, a student should expect to stay in the school building until such time as their ride arrives, or until they are ready to be finished working for the day.
18. Loitering: A student will not remain or linger on school property without a legitimate purpose, and/or without proper authority.
19. Possession of Inappropriate personal property: A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning, including but not limited to, pornographic or obscene material, laser lights or personal entertainment devices. Certain devices may be permitted for health or other reasons, if approved by the administration.
20. Profanity and/or Obscenity toward students: A student will not verbally, in writing, electronically, or with photographs or drawings direct profanity or insulting, obscene gestures toward any other student.
21. Profanity and/or obscenity toward staff: A student will not verbally, in writing, electronically, or with photographs or drawings direct profanity or insulting, obscene gestures toward any school district staff members or adult volunteers.
22. Sexual Harassment (Level 1): A student will not use words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender that cause embarrassment, discomfort, or a reluctance to participate in school activities.
23. Sexual Harassment (Level 2): A student will not make unwelcome sexual advances, request sexual favors or engage in verbal communication or physical conduct of a sexual nature with or toward any other student, school staff, or adult volunteer.
24. Smoking: A student will not smoke, or use e-smoking devices, use tobacco or alternative cigarette options, or possess any substance containing tobacco or nicotine in any area under the control of a school district, including all activities or events supervised by the school district. The use of tobacco or vaping products by administrators, staff, students and/or their guests while on the premises or during activities sponsored by SVLCoM is prohibited as per board policy 5512.
25. Technology Abuse: A student will not violate the district's "Technology Use Guidelines"
26. Theft or possession of stolen property: A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at \$100.00 or less which does not belong to the student.
27. Threat/Coercion: A student will not threaten another with bodily harm. A student will not coerce another to refrain from acting.
28. Trespassing: A student will not enter upon the premises of the school district, other than the location to which the student is assigned, without authorization from proper school authorities. If removed,

suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities.

29. Truancy: See the school attendance and truancy policy for more information on truancy.

30. Weapon Look-a-likes: A student shall not possess, use, sell, or distribute a toy weapon, a look-a-like or replica weapon except with the prior approval of a teacher or an administrator for appropriate educational use.

Serious Violations

Legal mandates and community safety may require removal of students who possess weapons, commit arson, or engage in criminal sexual conduct (Gun Free Schools Act, 1994; Michigan Compiled Laws under MCL 380.1311), make bomb threats or engage in verbal assault (MCL 381.1311a), and who commit physical assault against another (380.1310, 380.1311, 380.1311a, 380.1312). However, the USED links school attendance with academic success and links exclusionary discipline with lower performance and higher rates of students' academic failure. Recognizing exclusionary discipline's negative impact, the school community will reserve exclusion discipline's negative impact, the school will employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize suspended students' time away from school and potential court involvement.

When the student's misconduct requires legal action, school district staff will work to protect his/her constitutional rights by taking the following steps:

- The school will explain what the student is accused of and will give him/her the opportunity to speak with an adult advocate such as a parent or other family member, guardian, mentor, friend, and/or attorney.
- If the student's case requires a hearing, the school will provide the student and his/her representative with copies of documents that might be used in the hearing, a list of witnesses and an opportunity to prepare for the hearing. During the hearing, the student and/or representative will have an opportunity to cross examine witnesses.
- If the student is found not guilty of the alleged misconduct in a criminal trial, the school district may consider re-evaluating the student's expulsion.

The school community will persistently check that students understand what is respectful and accountable conduct toward themselves, their peers, adults, and property. In the event that students violate the following rules, the school community will apply any of the options listed above with the support and guidance to increase the opportunity for the student to offer restitution, learn from mistakes, and restore both the offender and the offended.

1. Alcohol and Drugs: A student will not possess, use, offer to buy or sell, or purport to buy or sell, a controlled substance, dangerous drug, prescription drug, counterfeit drug, intoxicating substance, or alcohol. A student legally in possession of prescribed medication will not be in violation of this section as long as his/her use and possession of the prescribed medication is authorized at school and the student follows the required possession and use protocols as defined by the school.
2. Arson (starting a fire): A student will not intentionally, by means of starting a fire, cause harm to any property or person, or participate in the burning of any property or person. If a student commits arson in a school building or on school grounds or other school property, the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement, pursuant to

MCL380.1311(5) [MCL 380.1311(2)]. “Arson” means a felony violation as set forth in Chapter X of the Michigan Penal Code [MCL750.71 to MCL 750.80].

3. Extortion: A student will not make another person do any act against his or her will, by force or threat, expressed or implied.
4. False Fire Alarm or Bomb Threat; Tampering with Fire Alarm System: Unless an emergency exists, a student will not intentionally sound a fire alarm or cause a fire alarm to be sounded, nor will a student falsely communicate or cause to be communicated that a bomb is located in a building or on school property, or at a school related event. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building.
 - a. If a student enrolled in grade six (6) or above makes a bomb threat or similar threat directed at a school building, other school property, or a school related event, then the school board or its designee shall suspend or expel the student from the school district for a period of time as determined at the discretion of the school board, or its designee [MCL 380.1311a2)].
5. Felony: A student will not commit a criminal act that results in being convicted of a felony offense.
6. Fireworks: A student will not possess, handle, transmit, conceal, or use any fireworks or firecrackers on school property or any school-related event.
7. Interference with School Authorities: A student will not interfere with administrators, teachers, or other school personnel or volunteers by threat or violence.
8. Physical Assault: A student will not physically assault another person. If a student enrolled in grade six (6) or above commits a physical assault at school against another student, then the school board or its designee shall suspend or expel the student from the school district for up to 180 school days [MCL380.1310(1)].
 - a. If a student in grade six (6) or above commits a physical assault at school against a person employed by or engaged as a volunteer or contractor by the school board, then the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement under MCL 380.1311a(5) [MCL380.1311a(1)]
 - b. “Physical assault” means intentionally causing or attempting to cause physical harm to another through force or violence. [MCL 380.1310(3)(b), MCL 380.1311a(12)(b)].
9. Robbery: A student will not take or attempt to take from another person any property, by force or threat of force, expressed or implied.
10. Sexual Assault: A student will not sexually assault another person. If a student commits criminal sexual conduct in a school building, on school grounds or any other school property, the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement, pursuant to MCL 380.1311(5) [MCL 380.1311(2)]. “Criminal sexual conduct” means a violation as set forth in Chapter LXXVI of the Michigan Penal Code [MCL 750.520b to MCL 750.520g].
11. Theft or Possession of Stolen Property: A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at more than \$ that does not belong to the student.
12. Weapons/Dangerous Instruments: A student will not possess, handle, transmit, or use a dangerous instrument capable of harming another person. A “dangerous instrument” means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous instruments include, but are not limited to, chemical mace, pepper gas or like substances, stun guns, BB guns, pellet guns, razors or box cutters.

13. Weapons: Dangerous Weapons: A student will not possess, handle, transmit, or use a dangerous weapon or an instrument capable of harming another person. A “dangerous weapon” means a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles [MCL 380.1313]. Note: that under Michigan law, school boards are not required to expel a student for weapons possession if the student can establish in a clear and convincing manner at least one of the following:
- a. The object or instrument possessed by the student was not possessed for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
 - b. The weapon was not knowingly possessed by the student.
 - c. The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon.
 - d. The weapon was possessed by the student at the suggestion, request or direction of, or with the express permission of school authorities.
14. Weapons: Use of Legitimate tools as weapons: A student will not use a legitimate tool, instrument, or equipment as a weapon with the intent to harm another. These items include, but are not limited to, pens, pencils, compasses or combs.

SVLCoM may request an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation with special attention given to applicable special education rights afforded children with disabilities. The intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation. The evaluation must be a source approved by school district administration.

Corporal Punishment Policy

While recognizing that students may require disciplinary action in various forms, the Board does not condone the use of unreasonable force and fear as an appropriate procedure in student discipline.

Staff shall not use physical force or violence to compel obedience. If all other means fail, staff members may always resort to the removal of the student from the classroom (snap suspension) or school through suspension or expulsion procedures.

Within the scope of their employment, all staff may use reasonable force and apply restraint to accomplish the following:

- Restrain or remove a student who refuses to comply with a behavior request
- Quell a disturbance threatening physical injury to self or others
- Obtain possession of weapons or other dangerous objects within the control of the student, for either self-defense; or
- The protection of persons or property.

In accordance with state law, corporal punishment shall not be permitted. If any staff member (full-time, part-time, or substitute) deliberately inflicts, or causes to be inflicted, physical pain upon the student (by hitting, paddling, spanking, slapping, or any other kind of physical force) as a means of discipline, the staff member may be subject to discipline and possibly criminal assault charges. The prohibition also applies to volunteers and those with whom the school contracts for services.

Removal, Suspension, and Expulsion of Students with Disabilities

SVLCoM shall abide by federal and state laws in matters relating to discipline, suspension, and expulsion of disabled students.

Integrated Pest Management

SVLCoM has adopted an Integrated Pest Management program. Inherent with this are SVLCoM's efforts to reduce pesticide use as much as possible. While it may occasionally be necessary to apply a pesticide, this program does not rely on routine pesticide applications to resolve problems. We use various techniques such as habitat alteration, sanitation, mechanical means, exclusion, etc. to prevent pests from becoming a problem. As required by Michigan Law, you will receive advance notice of non-emergency application of a pesticide (insecticide, fungicide, or herbicide), other than bait or gel formulation, which is made to the school, school grounds, or buildings.

This advance notice of a pesticide application will be given 48 hours before the application by the following two methods: (1) Posting at the primary entrances to your child's center. The entrances that will be posted are the main entrance at each building where you would enter to go to the center director's office. (2) Posting in the common area located by the main office of the centers. Please note that notification is not given for use of sanitizers, germicides, disinfectants or anti-microbial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but you will be promptly notified following any such application, via the two posting methods identified (above).

Parents or guardians of children attending the school are also entitled to receive advance notice of a pesticide application, other than a bait or gel formulation, by first class United States mail postmarked at least 3 days before the application, if they so request. If you would like to be notified by mail, please contact the Center Director. Please leave your name, mailing address and what school(s) your child or children attend and they will put your name on the advance notification by US Mail list.

Distribution of Non-School Sponsored Materials

Before displaying or distributing any printed or written materials on school grounds, a student must submit to the high school center director a representative copy of the material to be distributed. Within two (2) school days, the center director will review the material to approve or disapprove of the material's display or distribution on school grounds. The display or distribution of printed or written materials on school grounds without such approval will subject the student to disciplinary action at the discretion of the administration. Approval will not be given for the display, sale, solicitation, or distribution of items determined as:

1. Causing a material and substantial interference to the educational environment
2. Obscene to minors or containing indecent or vulgar language
3. Defamatory or libelous
4. Invading the privacy or rights of another person
5. Offensive to a person's race, religion, ethnic origin, or gender
6. Encouraging illegal activity or violation of school rules

Student Academic Integrity & Technology Policy (AITP)

ACCEPTABLE USE AGREEMENT

Educational Technology Issued

Success Virtual Learning Centers of Michigan provides all students with access to technology by issuing each student a Chromebook and internet access for educational use. All coursework is to be completed on school issued devices. Misuse of educational devices or using any other device is a violation of this policy.

Training

Success Virtual Learning Centers of Michigan provides training on the acceptable use of internet services, online behavior, and cyberbullying awareness. The training provided is designed to promote the Success Virtual Learning Centers of Michigan commitment to:

- The standards and acceptable use of internet services as set forth in the Success Virtual Learning Centers of Michigan Internet Safety Policy
- Student safety with regard to safety on the internet, appropriate behavior while online and cyberbullying awareness and response
- Compliance with the e-rate requirements of the Children's Internet Protection Act ("CIPA")

Acceptable Use

The use of educational technology must be in support of education and research and consistent with the educational objectives of the Success Virtual Learning Centers of Michigan. The use of Success Virtual Learning Centers of Michigan educational technology is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges.

Infractions

Cyberbullying:

- Posting slurs, rumors, or disparaging remarks about a student online.
- Sending mean or threatening messages, or numerous messages that drive up the victim's phone bill.
- Using a camera phone to take and send embarrassing or sexually explicit photos/recordings of students.
- Posting misleading or fake photos of students online on any social networking platform.

Unauthorized Access and Software Use:

- Accessing, transmitting, or retransmitting material violating state or federal law.
- Using or possessing "bootleg software."
- Attempting to log on as a system representative or accessing levels beyond authorization.
- Vandalizing networks, hardware, or software.
- Using or possessing hacking software.
- Using any device providing wireless Internet access, other than school-provided devices, which could manipulate or jeopardize data.
- Using another person's account, email address, or password, or allowing others to use your account.

Network Disruptions and Harmful Content:

- Accessing material promoting violence or property destruction.
- Deliberate acts disrupting network operations or using/possessing computer viruses.

- Sending, sharing, viewing, or possessing sexually explicit materials (reported to law enforcement and child services).
- Accessing or distributing child pornography or obscene material.
- Accessing or transmitting material promoting violence, hatred, or superiority of specific groups.
- Harassing, intimidating, threatening, bullying, or abusing anyone through any means, including cyberbullying.
- Using encryption software, transmitting credit card information, or using anonymous remailers.
- Downloading/installing unauthorized programs or copyrighted files.
- Posting personal or private student information without consent.
- Using vulgar or inappropriate language.
- Attempting to conceal the origin of network communications.
- Attempting to bypass content filters.
- Accessing online chat rooms or direct electronic communication without approval.
- Modifying or removing school asset tags or manufacturer serial/model number tags.

Consequences:

First Occurrence:

- Cyberbullying/Unauthorized Access/Software Use: Five (5) days computer and access suspension, restitution, parent notification.
- Network Disruptions/Harmful Content: Two (2) days computer and access suspension, parent notification.

Second Occurrence:

- Cyberbullying/Unauthorized Access/Software Use: Ten (10) days suspension and access suspension, restitution, parent notification.
- Network Disruptions/Harmful Content: Five (5) days computer and access suspension, parent notification.

Third Occurrence:

- Cyberbullying/Unauthorized Access/Software Use: Removal from the program.
- Network Disruptions/Harmful Content: Ten (10) days computer and access suspension, parent notification.

One to One Use Guidelines

Success Virtual Learning Centers of Michigan will not provide insurance for devices that students take home. Instead, Success VLC of MI will refer families to insurance agencies that offer device insurance. It is the guardian's responsibility to purchase such coverage if desired. In addition to the specific requirements and restrictions detailed above, it is expected that students and families will apply common sense to the care and maintenance of district-provided 1:1 technology. To keep devices secure and damage-free, please follow these guidelines:

1. **Responsibility:** You are responsible for the device, charger, cords, and school-owned case. Do not loan any of these items to anyone else.
2. **Device Protection:** While the case provides some protection, the device has fragile components that can be damaged by dropping, twisting, or crushing.
3. **Avoid Liquids:** Do not eat or drink while using the device or have food or drinks nearby. Spilling liquids on the device can cause irreparable damage.
4. **Safe Locations:**
 - Keep the device away from precarious locations like table edges, floors, seats, or areas with pets.
 - Do not stack objects on top of the device, leave it outside, or use it near water (e.g., pools).
5. **Storage and Transportation:**
 - Devices should not be left in vehicles.
 - Avoid exposing the device to extreme temperatures or inclement weather (e.g., rain, snow).
 - Do not store or transport papers or other objects between the screen and keyboard

Computer Damages

If a computer is damaged, the school must be notified immediately. Students and their families are responsible for repair costs if the damage is due to negligence, up to the full replacement cost. Access to school-provided devices and networks is a privilege that must be earned and maintained. Technology privileges may be suspended for negligent damage or inappropriate use. Examples of negligence include:

- Leaving equipment unattended and unsecured
- Lending equipment to non-parent/guardian(s)
- Using equipment in unsafe environments or manners
- Ignoring common sense guidelines

Students whose devices are damaged may be permitted to use a school computer, subject to availability, the reason for the damage, and the return of the damaged device. However, students who have negligently damaged their devices and have not returned them may be prohibited from taking a loaner device home for the remainder of the year or until they demonstrate proper care as determined by the administration. Additionally, students are responsible for the cost of replacing all lost or damaged devices and carrying cases.

Theft or Loss of Equipment

- Report theft to police and provide a copy of the report to school staff within 48 hours.
- Failure to report may result in responsibility for replacement costs.
- Report school-ground thefts immediately to school staff for police filing.
- If no theft is evident or if devices are lost due to negligence; the student is responsible for the replacement.
- Devices not returned after leaving the District are considered stolen under the Michigan Larceny by Conversion Law (750.36)

Online Etiquette

- Use polite, respectful language in all District technology communications.
- Avoid obscene, profane, or abusive language.
- Do not disclose personal information or share photos without teacher permission.
- Never agree to meet anyone online without obtaining parental approval.
- Immediately report inappropriate messages to a teacher or school staff.
- Await instructions before deleting messages, especially those with explicit content.

Preservation of Resources and Priorities of Use

The following priority will prevail in governing access to educational technology:

- Class work assigned and supervised by staff.
- Assigned class work.
- Personal email correspondence.
- Training programs (e.g., typing tutors).
- Internet browsing.
- Other uses, subject to further restrictions during the school day at the discretion of the school district.

Any individual who is aware of a violation of the Board policy or this guideline, including inappropriate on-line contact, content, or conduct, such as sexting, harassment or cyberbullying, should bring it to the attention of the school administrator or Superintendent immediately. Users of the District's Education Technology have no privacy rights. The District may monitor and access any aspect of its technology, including devices, networks, and communications. Users waive privacy rights in their activities and content. Monitoring may detect policy violations, illegal activities, or support of illegal activities, prompting further investigation or reporting to authorities. The District does not guarantee privacy for online communications and reserves the right to inspect and disclose information as necessary.

Success Virtual Learning Centers of Michigan makes no warranties of any kind, whether expressed or implied, for the service it is providing. Success Virtual Learning Centers of Michigan will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, misdeliveries, service interruptions, or hardware/software failures. All communications and information accessible via the network should be assumed to be property of Success Virtual Learning Centers of Michigan.

ACADEMIC INTEGRITY POLICY

Purpose

Success Virtual Learning Centers of Michigan is dedicated to creating a learning environment grounded in honesty, respect, and a commitment to knowledge growth. This policy defines academic integrity and outlines the expectations for students, faculty, and staff. Our goal is to help each student develop their learning abilities and master course content, ensuring their success in life, further academic pursuits, and their careers.

Definitions

Academic Integrity: Coursework a student submits is created by that student and is their own original work.

This means:

1. The ideas and writing of others are properly cited using course-specific standards, including images used.
2. Students submit their own work for tests and assignments without unauthorized assistance, such as passing off another person's or student's work as their own.
3. Students do not provide unauthorized assistance to others, including sharing their work with others (including on assignment-sharing websites).
4. Students in World Language courses interpret and produce written and spoken language without the assistance of online or print tools or other people unless expressly allowed by the online instructor.
5. Students must produce work individually. Group submissions are not permitted unless explicitly directed by the instructor.

Plagiarism: Plagiarizing or submitting any part of another person's work as representing one's own scholarship; this includes generative AI. Students should not submit AI-generated work as their original work.

Artificial Intelligence (AI) Use: The use of AI tools should be done responsibly and in an ethical manner. Students should not use AI to cheat, plagiarize, or gain an unfair advantage. Generative AI tools should only be used for school-related creative work (e.g., to generate text or other creative works) when given approval or guidance from classroom teachers.

Unauthorized Collaboration: Working with others without the instructor's permission on assignments submitted for an individual's grade. This applies to in-class or take-home assignments/homework, projects, tests, or labs.

Collusion: Supporting the lack of integrity/honesty by another student, as in allowing one's work to be copied or submitted for assessment by another. Collusion also includes the use or sharing of identical or highly similar passages of one's own work, or the work of another, unless specifically authorized by the teacher.

Technology Malpractice: Any misuse or abuse of private or public technology in relation to grades or in acquiring an academic advantage, including infractions of the school technology user agreement, language translation websites, cell phone messaging or picture transmission.

Academic Dishonesty: Academic dishonesty is any form of cheating in an academic setting. This includes plagiarism, cheating, fabrication, deception, unauthorized collaboration, misrepresentation, sabotage, and impersonation. These actions undermine the principles of academic integrity, such as honesty, trust, fairness, respect, and responsibility.

Digital Forensics: Digital forensics involves identifying, processing, and analyzing electronic data to ensure compliance with academic integrity.

Academic Probation: Students may be placed on academic probation, a process in which a student is strictly supervised, which may require attendance in the center to complete coursework as determined by the Center Director and Center Level Staff.

Resources: Teachers can assist with proper citation methods and avoiding plagiarism. Online plagiarism checkers are useful but should not be solely relied upon.

Violations of Academic Integrity:

- **Cheating:** Using another person's work from any source, including (but not limited to) hard drives, software, answer banks, AI Tools, and assignment-sharing websites as your own.
- **Plagiarism:** Submission of copied work from any published resource, including (but not limited to) internet or printed sources, assignment sharing websites, or any other source without proper credit.
- **Academic Brokerage:** Sharing or posting work on secondary sources, including (but not limited to) social media, assignment sharing websites, Google docs, or sharing physical copies of any work.

Consequences

Consequences may be issued by a teacher or administrator. Every incident will result in a PowerSchool log and parent-guardian contact. Possible consequences may include one or more of the following:

- | | | |
|--|---|---|
| <input type="checkbox"/> Revisit (AIP) policy | <input type="checkbox"/> Center attendance required | <input type="checkbox"/> Retake Course |
| <input type="checkbox"/> Reset assignments | <input type="checkbox"/> Academic Probation* | <input type="checkbox"/> Opt-Out of Program |
| <input type="checkbox"/> Alternative assignments | <input type="checkbox"/> May not "walk" at Graduation | <input type="checkbox"/> Reset Password |
| <input type="checkbox"/> Oral assessments | <input type="checkbox"/> Removal of credits | |

ASSESSMENT INTEGRITY GUIDE

Coursework Assessments: All cumulative exams for classes must be taken in the designated testing center as per school policy. If required by center staff, students may have to come to the center to complete coursework and/or unit tests/quizzes.

Program required testing (NWEA & State Assessments): During testing sessions, students are strictly prohibited from using, wearing, or accessing any personal electronic devices that are not designated for testing purposes. This includes smartphones, cell phones, smartwatches, Bluetooth headphones, headphones with voice assistant technology, and computers or tablets not actively used for testing. Testing administrators must diligently monitor students in both the testing room and during breaks to prevent unauthorized access to electronic devices. If a student brings an additional electronic device into the testing room, administrators must follow district or building policies to ensure it is properly stored and inaccessible during testing.

The testing environment must remain free from disruptions caused by non-testing electronic devices. If a student requires a medically necessary electronic device, it must either be securely stored with the test administrator or the test must be administered in a one-on-one setting with continuous monitoring.

Additionally:

- Students may only use their designated testing device for completing the test during the session.
- Accessing any additional websites or applications during testing, or after testing while in the testing room or on break, is strictly prohibited.
- Staff must verify that all testing devices are correctly configured and that background applications are disabled prior to the start of testing.
- Taking pictures or videos during testing is strictly forbidden.

[SVLCoM 7540.03 Student Internet
Acceptable Use Policy](#)

[BSPS 3116 District Technology
Acceptable Use](#)

2025 - 26 School Calendar

Title 1 School Compact: A Promise of Commitment

Learning can take place only when there is a school & family commitment to promote achievement. Compacts make sure that everyone owns the responsibility of helping students achieve academic expectations. This agreement is a promise to work together and to assist students in earning their high school diploma.

As a school, we will:

- Provide a safe & supportive environment promoting learning to each student's full potential.
- Have high expectations for myself and my students.
- Provide high quality online instruction using highly effective teaching methods
- Maintain open lines of communication with students and parents;
- Provide flexible scheduling for meetings.
- Be accessible to parents and respond to them in a timely manner.
- Provide reports to parents on their child's progress.
- Respect students & parents (including areas of diversity, cultural, and religious differences).
- Model professional behavior & a positive attitude;
- Consult with other staff to meet the needs of students.
- Ensure fairness and equity in adherence to program and center rules.

School Staff Name / Signature / Date

As a parent, I will:

- See that my child attends school regularly and is punctual.
- Establish a time and place for coursework, and support completion of school assignments.
- Encourage my child to be independently responsible as age appropriate.
- Involve my child in home activities that foster reading and math skills.
- Support and respect the school staff; participate in school family engagement activities.
- Have ongoing communication with my child's teachers/staff.
- Seek to understand the curriculum.
- Monitor my child's progress by reviewing school related materials.
- Expect daily login and progress made in classes.

Parent Name / Signature / Date

As a student, I will:

- Login to Edgenuity each day and make progress (7% or more).
- Create & maintain a learning space including school supplies I need to do my classwork.
- Engage in activities at home, school, work and in the community.
- Take responsibility for my actions, & show respect for myself, my school, and others..

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- Follow behavior expectations at the center; report concerns to my teachers and parents
 - Believe that I can learn and have high expectations for myself.
 - Ask for help when I need it.
-

Student Name / Signature / Date

Electronic Signature Statement

As of June 30, 2021, all center staff are able to gather electronic signatures of parents, guardians and students to be used for unofficial/official documentation throughout the school year.

Acknowledgement of Receipt & Agreement to Abide By the Success Virtual Learning Centers of Michigan 2025 - 26 Student / Parent Handbook

Students 18+ years and older are encouraged to share this handbook with their parents and/or guardians. Each student will be required to sign this form to acknowledge that she/he has received this handbook and turn this form into the office at the beginning of the school year. It is the student's responsibility to be familiar with the contents of this handbook. Success VLSOM requires that each student (and each student's parent) sign and return a copy of this form to the Center Director/designee. Failure to return this form does not relieve the student of their obligation to act in accordance with the expectations, rules and guidelines set forth in the Student/Parent Handbook. By signing this form I acknowledge the following:

1. I have read this handbook and understand its contents, expectations, rules and guidelines set forth therein.
2. I also understand I am still bound by the Student/Parent Handbook even if I have not read it or did not return a signed copy of this form to my Center Director/designee.
3. I understand and will abide by the Internet Use Agreement.
4. I will share any concerns with the included information with the Success Virtual Learning Centers of Michigan chain of command beginning with the Center Director.

Student Name (print)

Student Signature & Date

Parent / Guardian Signature & Date