

5000 **STUDENTS**

5110	Student/Parent Handbook
5111	Admission to the School
5111.01	Homeless Students (Role of the Local Liaison)
5111.02	Educational Opportunity for Military Children
5111.03	Children and Youth in Foster Care
5111.1	Re-Enrolling Students
5130	Transfer from the School
5136	Personal Communication Devices
5200	Attendance
5215	Missing Children
5230	Early Dismissal
5320	Immunization of Students in the School
5330	Use of Medications
5330A	Emergency Medication
5340A	Student Accident or Illness/Concussion
5340B	Health Emergencies and First Aid Care
5340D	Transportation for Ill or Injured Students
5340.01	Concussions and Athletic Activities
5410	Promotion, Placement, and Retention
5420A	Reporting Student Progress
5420B	Parent-Teacher Conferences
5421A	Grading
5421CV1	Changing a Grade
5460	Graduation Requirements
5460.01	Graduation Requirements Career and Technical Education (CTE)
5460B	Testing-Out of a Course
5463	Student Transfer from Non-Accredited Schools
5500A	Student Conduct
5511	Dress and Grooming
5513	Care of Property
5517	Anti-Harassment
5520	Student Disorder
5530	Drug Prevention
5540	Relationship with Governmental Agencies
5600	Student Discipline
5610	Emergency Removal, Suspension and Expulsion of Students
5610A	Students Subject to Expulsion but not Identified for Special Education
5630A	Alternatives to Corporal Punishment
5630B	Use of Physical Force
5722	School Sponsored Student Publications and Productions
5771	Search and Seizure
5772	Possession of Weapons
5820	Student Government
5830	Student Fund-Raising

5850 Student Social Events

Revised Guideline Spring 2012; Fall 2012; Spring 2013; Fall 2013; Spring 2014; Fall 2014;
Spring 2015; Spring 2017; Fall 2017; Spring 2018; Fall 2018; Spring 2019; Fall 2019; Fall
2021

GRADUATION REQUIREMENTS

Reference: MCL 380.1165, 380.1166, 380.1278a, 380.1278b
MCL 380.1279
20 USC 1400 et seq., 20 U.S.C. 1401 et seq.
29 USC 794 (Section 504 of Title V of the Rehabilitation Act of 1973)
42 USC 12131 et seq.
Personal Curriculum Guidelines, (MDE, May 2009)

In order for a student to qualify for a high school diploma at the Academy, s/he must have satisfactorily completed the following courses and earned at least 24 credits in grades nine through twelve including the requirements listed below.

State Required Credits For All Students Not Under An IEP

English 4 credits

Social Studies 4 credits

General Science (or its equivalent) 4 credits

Mathematics 4 credits

Physical Education/Health (may be earned through participation in extra-curricular, athletic activities) 1 credit

Visual, Performing, Applied Arts 1 credit

World Language (other than English) 2 credits

Additional local graduation requirements include: Interdisciplinary Studies (Exploratory) – 4 credits.

24 Total credits

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, a major sequence, and earning the total credits required for a diploma.

If a special education student is certified as having properly completed the requirements of their IEP, the student shall receive a certificate of completion. Such a student shall participate in all graduation activities.

Special education students who properly complete the program specified in their I.E.P. or in a personal curriculum and have received the recommendation of the I.E.P.C. will receive a high school diploma. Such students may participate in graduation activities. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

A high school student who wishes to test-out of a course in which s/he is not enrolled may do so by taking the final examination for the course and receiving a grade of at least C+ or by demonstrating mastery of the subject matter as determined by the Academy assessment used in lieu of a final examination. Credit for a course earned by a student through this process may be used to fulfill a course or course-sequence requirement. Such credit will not be counted toward the required number of credits needed for graduation and will not be used to determine the student's GPA.

A student may be granted credit by earning a qualifying score, as determined by the Michigan Department of Education (MDE) on assessments developed or selected for the subject area by the MDE or by earning a qualifying score, as determined by the Academy, on one (1) or more assessments developed or selected by the Academy that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit.

The student may not receive credit for a course in the same area but lower in the course sequence.

A high school student shall be granted credit in any foreign language not offered by the Academy, provided s/he meets the competency criteria established by the Superintendent.

A high school student shall be granted credit for completion of an internship or work experience that meets all of the requirements of MCL 380.1279h, subject to the Board's right to deny credit for the reasons and in the manner set out in MCL 380.1279h. The appeal rights set out in this statute apply in the event of a denial.

The Michigan Merit Curriculum requires eighteen (18) credits for high school graduation, which can be met using alternative instructional delivery methods such as alternative course work in humanities course sequences, career and technology courses, industrial technology or vocational education, or through a combination of these programs.

Credit Requirements for High School Graduation Include:

4 Credits – Mathematics, including at least four (4) credits in mathematics that are aligned with subject area content expectations developed by MDE including completion of at least algebra I, geometry, and algebra II, or an integrated sequence of this course content that consists of three (3) credits, and an additional mathematics credit, such as trigonometry, statistics, precalculus, calculus, applied math, accounting, business math, a retake of algebra II, and financial literacy (as developed or approved by the Michigan Department of Education (“MDE”) as a model program).

A student may complete algebra II over two (2) years with a credit awarded for each of those years. Each student must successfully complete at least one (1) mathematics course during his/her final year of high school enrollment.

4 Credits - English Language Arts aligned with subject area content expectations developed by MDE.

3 Credits – Science, including at least biology and either chemistry, physics, anatomy, or agricultural science, or successfully completing a program or curriculum that provides the same content as the chemistry or physics benchmarks. A student may fulfill the requirement for the third science credit by completing a state-approved computer science program or curriculum or formal career and technical education program or curriculum. A fourth credit in science, such as forensics, astronomy, earth science, agricultural science, environmental science, geology, physics, chemistry, physiology, or microbiology is encouraged.

3 Credits - Social Studies, including .5 credit in civics; .5 credit in economics (the .5 credit in economics may be satisfied by a personal economics course that complies with applicable law, includes a financial literacy component, and covers the subject area content expectations for economics developed by MDE and approved by the state board); one (1) credit in U.S. history and geography; and one (1) credit in world history and geography.

1 Credit - Physical education/health, either 1 credit in subject matter that includes both health and physical education, or at least ½ credit in health and at least ½ credit awarded by the Academy for approved participation in extracurricular athletics or other extracurricular activities involving physical activity.

1 Credit – 1 credit in visual arts, performing arts, or applied art.

2 Credits – World Language (other than English), or course work or other learning experiences that are substantially equivalent to 2 credits in a language other than English. One credit of this requirement may be partially or fully fulfilled by completing an approved formal CTE program/curriculum or Visual Performing Arts instruction in addition to the one (1) credit already required in this area.

Educational Development Plan

Each student shall have the opportunity to develop an Educational Development Plan (EDP) during the 7th grade and is required to review his/her educational development plan during grade 8 and revise it as appropriate before s/he begins high school. Each student shall review and revise their educational development plan, as appropriate, during each year of high school. Any educational development plan shall be developed, reviewed, and revised by the student under the supervision of the student's school counselor or another designee qualified to act in a counseling role. The plan shall be based on high school readiness scores and a career pathways program or similar career exploration program. An educational development plan shall be designed to assist students to identify career development goals as they relate to academic requirements. During the process of developing and reviewing a student's educational development plan, the student shall be advised that many of the curricular requirements may be fulfilled through career and technical education. In addition, during the process of developing and reviewing an educational development plan, the student will be provided with all of the following:

- A. Information on various types of careers and current and projected job openings in the State and those jobs' actual and projected wages.
- B. An opportunity to explore careers specific to a student's interests and identify career pathways and goals for achieving success in those careers, including, but not limited to, the level and type of educational preparation necessary to accomplish those goals.
- C. An opportunity to develop a talent portfolio, which shall include, but is not limited to, a record of the student's experiences, proficiencies, certifications, or accomplishments that demonstrate talents or marketable skills. If developed, a talent portfolio shall be revised, as appropriate, throughout the implementation of the educational development plan.

During the process of developing an educational development plan, students shall also be provided with the most recent analysis published by the Department of Technology, Management and Budget of in-demand occupations in the region where the Academy is located. The plan must be based on a career exploration program and high school readiness scores, to assist the student in identifying career development goals as they relate to academic requirements.

Personal Curriculum Modifications of High School Graduation Requirements

A parent or legal guardian of a student who has completed grade 9 may request a personal curriculum for the student that modifies certain Michigan Merit Standard requirements. If all of the requirements for a personal curriculum are met, then the Board may award a high school diploma to a student who successfully completes his/her personal curriculum even if it does not meet the requirements of the Michigan Merit Standards. If the request for a personal curriculum is made by the student's parent or legal guardian or, if the student is at least age eighteen (18) or is an emancipated minor, by the student, the Academy shall develop a personal curriculum for the student.

The Academy shall not limit or discourage the number of students with a personal curriculum on any basis other than the best interests of each individual student.

The Academy annually shall notify each of its students and a parent or legal guardian of each of its students that all students are entitled to a personal curriculum. The annual notice shall include an explanation of what a personal curriculum is and state that if a personal curriculum is requested, the Academy will grant that request. The Academy shall provide this annual notice to parents and legal guardians by sending a written notice to each student's home or by including the notice in a newsletter, student handbook, or similar communication that is sent to a student's home, and shall also post the notice on the Academy's website.

All of the following apply to a personal curriculum:

- A. The personal curriculum shall be developed by a group that includes the student, at least one (1) of the student's parents or the student's legal guardian, and a teacher who is currently teaching a student or the student's high school counselor or another designee (selected by the Academy) qualified to act in a counseling role. An in-person meeting of the group is not required.
- B. The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan Merit Standards as is practicable for the student; shall establish measurable goals that the student must achieve while enrolled in high school; shall provide a method to evaluate whether the student has achieved these goals; and shall be aligned with the student's educational development plan.
- C. Before it takes effect, the personal curriculum must be agreed to by the student's parent or legal guardian and by the School Leader or his/her designee.
- D. The student's parent or legal guardian shall be in communication with each of the student's teachers to monitor the student's progress toward the goals contained in the student's personal curriculum.
- E. Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.
- F. The English language arts credit requirements and the science credit requirements are not subject to modification as part of a personal curriculum.
- G. Except as otherwise provided, the mathematics credit requirements may be

modified as part of a personal curriculum only after the student successfully completes at least 3.5 total credits of the mathematics credits required, including algebra I and geometry. The requirement that a student must successfully complete at least one (1) mathematics credit during his/her final two (2) years of high school enrollment is not subject to modification as part of a personal curriculum. The algebra II credit may be modified as part of a personal curriculum only if the student meets one (1) or more of the following criteria:

1. the student successfully completes the same content as one (1) semester of algebra II, as determined by the department; or
2. the student elects to complete the same content as algebra II over two (2) years, with a credit awarded for each of those two (2) years, and successfully completes that content; or
3. the student enrolls in a formal career and technical education program or curriculum and in that program or curriculum successfully completes the same content as the algebra II benchmarks assessed on MDE prescribed State high school assessments determined by the department; or
4. the student successfully completes one (1) semester of statistics, functions and data analysis, or technical mathematics.

The above items establish conditions that must be in place to bring about modification of the mathematics credit requirements for a personal curriculum. They do not reduce the requirement that a student must successfully complete four (4) credits of math including a full year of math during the senior year of high school. Additional math or math-related courses should address high school content as defined by the Academy and may include trigonometry, statistics, pre-calculus, financial literacy, pre-algebra, applied mathematics, accounting, business mathematics and others.

- H. The social science credit requirements may be modified as part of a personal curriculum only if all of the following requirements are met:
1. the student has successfully completed two (2) credits of the social science credits required including the civics course; and
 2. the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English, or requires the student to complete a formal career and technical education program as per AG 5460.01. This credit must be in addition to the number of those credits otherwise required.
- I. The health and physical education credit requirement may be modified as part of the personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English, or requires the student to complete a formal career and technical education

program as per AG 5460.01. This credit must be in addition to the number of those credits otherwise required.

- J. The visual arts, performing arts, or applied arts credit requirement may be modified as part of the personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English, or requires the student to complete a formal career and technical education program as per AG 5460.01. This credit must be in addition to the number of those credits otherwise required.

Additional options and resources for decision making with regard to the Personal Curriculum can be found at <http://roadmap.actpoint.com/mi/>

Students with a Disability – Personal Curriculums Modifying High School Graduation Requirements

If the parent or legal guardian of a student requests, as part of the student's personal curriculum, a modification of the Michigan Merit Standard requirements that would not otherwise be allowed and demonstrates that the modification is necessary because the student is a child with a disability, the Academy may allow that additional modification to the extent necessary because of the student's disability if the group determines that the modification is consistent with both the student's educational development plan and the student's individualized education program. As used in this policy, "child with a disability" is defined in 20 U.S.C. 1401.

A student receiving special education services shall have an Individual Education Plan (IEP) that identifies the supports, accommodations, and modifications necessary to allow the student to progress in the Michigan Merit Curriculum requirements or a personal curriculum and meet the requirements for a high school diploma.

Transfer Students – Personal Curriculums Modifying High School Graduation Requirements

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

- A. The transfer student has successfully completed at least the equivalent of two (2) years of high school credit out-of-state or at a nonpublic school.
- B. The Academy may use appropriate assessment examinations to determine what credits, if any, the student has earned out-of-state or at a nonpublic school that may be used to satisfy the curriculum requirements of the Michigan Merit Standards, Academy policy and the State Board of Education.
- C. The transfer student's personal curriculum incorporates as much of the subject area content of the Michigan Merit Standards as practicable.
- D. The transfer of a student's personal curriculum requires the student to successfully complete at least one (1) mathematics course during his/her

final year of high school enrollment. In addition, if the transfer student is enrolled in the Academy for at least one (1) full school year, both of the following apply:

1. the transfer student's personal curriculum shall require that this mathematics course is at least algebra I.
2. if the transfer student demonstrates that s/he has mastered the content of algebra I, the transfer student's personal curriculum shall require that this mathematics course is a course normally taken after completing algebra I.

- E. The transfer student's personal curriculum must include the state required civics course.

The Academy shall administer the Michigan Merit Examination to students in grade 11 and to students in grade 12, in accordance with State law and the assessment provisions of the Michigan Department of Education (MDE). The Academy is to determine, based on results on the required tests, which students are in need of special assistance in order to have a fair opportunity to achieve credit toward graduation.

A number of new and revised guidance documents and tools are available at the MDE Office of [School Improvement website](#).

New Guideline Fall 2021

GRADUATION REQUIREMENTS CAREER AND TECHNICAL EDUCATION (CTE)

During the process of developing and reviewing a student's education development plan, the student shall be advised that many of the high school curricular requirements may be fulfilled through a Michigan Department of Education (MDE) approved career and technical education program curriculum. The student shall also be provided with the most recent analysis published by the Department of Technology, Management and Budget of in-demand occupations in the region where the Academy is located. This analysis may be provided to the student electronically.

The career and technical education credits may include work-based learning by a student working at a business or other work setting with appropriate oversight by the Academy over the student's experience and learning in the work setting in which the work-based learning occurs, MDE approval of this experience is required.

State-approved career and technical education wage-earning programs shall include all of the following:

- A. a coherent sequence of courses so that students gain academic, technical, and work behavior skills
- B. instruction that includes classroom, laboratory, work-based learning, and leadership opportunities
- C. instruction that is supervised, directed, or coordinated by an appropriately certificated career and technical education teacher
- D. consists of standards approved by the Michigan Department of Education
- E. must receive approval from the Michigan Department of Education/Office of Career and Technical Education through an application process.

Students must show successful completion of the State approved curriculum through completion of coursework covering all State program standards and must have taken any required technical assessment.

All planning with regard to student Career and Technical Education Program requires close coordination with the MDE/Office of Career and Technical Education.

High School students fulfilling a career and technical education (CTE) program must complete all of the required credits for a high school diploma described in AG 5460. However, the following graduation requirements may be fulfilled by completing a formal career and technical education program:

English Language Arts - four (4) credits are required aligning with subject area content expectations developed by MDE.

Math - Of the four (4) required credits, a student may partially or fully fulfill the Algebra II requirement by completing an MDE approved formal career and technical education program curriculum.

Science - Of the three (3) required credits, a student may fulfill the requirement for the third science credit by completing an MDE approved computer science program or curriculum or formal career and technical education program or curriculum.

Social Science – The credit requirements may be modified through the completion of a career and technical education program only if the student has successfully completed two (2) credits of the social science credits including the required civics course.

Health and Physical Education – The credit requirements may be modified through the completion of a career and technical education program.

Visual Arts, Performing Arts, or Applied Arts – The credit requirements may be modified through the completion of a career and technical education program.

World Language - Of the 2 required credits, a student may partially or fully fulfill 1 credit by completing a department-approved formal career and technical education program or curriculum or by completing visual or performing arts instruction that is in addition to the required visual/performing arts credit. One (1) credit of this requirement may be partially or fully fulfilled by completing an approved formal CTE program/curriculum, Visual Performing Arts instruction in addition to the one (1) credit already required in this area.

New Guideline Fall 2021

TESTING-OUT OF A COURSE

There may be occasions when a student requests the opportunity to demonstrate reasonable mastery in a semester or year-long course, as authorized by the School Code.

- A. The School Leader has the responsibility to do the following:
 1. ensure that all departments prepare and submit an assessment process for all courses, other than those excluded by State mandate or Board policy, that complies with the intent of the law;
 2. ensure equal access to this process for all students;
 3. maintain accurate and complete records of all such student requests, the assessments used, the results obtained, and the decision regarding the issuance of credit;
 4. provide to the Board, each semester, a report that lists all the students who participated, the courses involved, and a summary of the assessment results;
 5. provide assessment schedules, an appropriate setting, and supervision for examinations and other forms of assessment required by the teacher;
 6. notify the students and their parents regarding the student's performance and whether credit is issued.

- B. It will be the responsibility of the Department Leader/Counselor to prepare and submit 2 weeks prior to the beginning of the semester in which a course will be offered, an assessment plan by which a student will be able to confirm mastery of the subject matter. The plan is to include the following:
 1. the learning objectives for the course;
 2. a written examination;
 3. a portfolio, presentation, project, performance, research paper, or other form of assessment, if applicable;
 4. the performance criteria by which the student may demonstrate proficiency at a C+ level and higher;
 5. assurance that the assessment(s) and procedures required of students requesting test-out are comparable to those required of students taking the course and that the grading is based on the same criteria.

(For students who wish to test out of a foreign language not offered by the high school, the Department Leader/Counselor shall prepare the means by which the student's proficiency in the language can be assessed.)

The assessment plan will be approved by School Leader.

In addition, the School Leader shall:

1. provide students with the following:
2. the learning objectives for the course;
3. the course of study or syllabus;
4. a description of the examination/assessment;
5. review the student's performance on the assessments and report to the School Leader whether or not the student has demonstrated mastery.

C. Students will be required to do the following:

1. submit the required Form 5460B F1, at least 5 days prior to the start of the class or classes;
2. fulfill the requirements for those individual assessments within 5 days of the request.

Evaluation

At the end of each school year, the Educational Service Provider/School Leader, together with appropriate staff, will conduct a follow-up to determine how well students who tested out of a course were able to perform in subsequent courses in the same content area.

Both students who tested out and teachers who had the students in the next sequenced class should be surveyed to determine the positive and negative effects. The School Leader will then determine whether or not credit should continue to be granted to students who test out of a course and may thus revise any of the test-out procedures described in this guideline.

New Guideline Fall 2021