



Uplift Michigan Online School

Elementary Student and Family Handbook

****Updated 06/2025**

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School Mission

Empower-Learn-Succeed

Staff Vision

We strive to be a community of collaborative educators dedicated to inclusivity, empathy, and compassion that ensures all learners are cared for, and valued, have agency, can reach their full academic potential, and are empowered to make community change.

Student Code of Conduct

Uplift Michigan Online School strives to create an open educational community for all students. To accomplish this, students will be required to take ownership of their behavior, actions, and performance. Students are expected to be respectful of their peers, teachers, and themselves in their conduct in course activities, synchronous lessons, and school functions at all times. We all UPLIFT each other in our community to become the best we can be.

Administration

- To contact administration:
 - Elementary Principal Dayna Lundberg - dayna.lundberg@uplift-mi.org; 810-360-2176
 - Elementary Lead - Erin Terpstra - erin.terpstra@uplift-mi.org; 810-360-2271

Customer Support

- **For school related issues (account passwords, account navigation questions, general help):**
 - Please contact your student's Advisor.
 - If you do not receive a response within 24 business hours, please contact the school administration at 313-335-3218.
- **For student technology (computer) related issues:**
 - Please contact tech support by submitting a help desk ticket [HERE](#) or 1-888-956-6066.
Helpdesk hours are as follows:
 - M - 8am - 4pm
 - T - 8am - 7pm
 - W - 8am - 4pm
 - Th - 8am - 4pm
 - Fri - 8am - 4pm
 - Sat - Voicemail only
 - Sun - Voicemail only

Administrative Welcome

Dear Families,

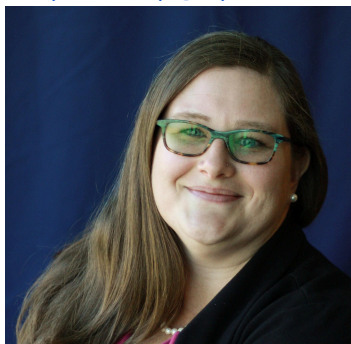
Welcome to the new school year! We are so excited to have you join us at Uplift Michigan Online School. I am glad you chose this unique and outstanding learning opportunity for your child. At Uplift Michigan Online School we work hard to ensure that you are supported, engaged, and have access to a quality education. We are committed to providing you with the best experience possible.

At Uplift your student will be loved, supported, and treated with compassion. Providing students with a safe and caring environment is our top priority. Uplift is a school committed to excellence. This means we hold high expectations for our students and support them in meeting those expectations. We all believe every child CAN. They can learn; they can grow; they can thrive. Your child CAN at Uplift, and we will help them every step of the way.

Your family is the foundation of Uplift Michigan Online School. I am so grateful you have chosen our school. As we partner together, this year our team looks forward to learning more about your family and the unique needs of your student.

Thank you for supporting and partnering with us at Uplift Michigan Online School. I look forward to working with you this school year and well into your students' future.

Tonya Lowry
Superintendent
tonya.lowry@uplift-mi.org



Dear K-6th Grade Families,

Welcome to Uplift Michigan Online School. As we embark on this exciting journey of learning together, I want to extend a warm and heartfelt welcome to each of you. Whether this is your first year with us or you are returning, we are so excited to have your child as part of our vibrant community.

At UMOS, we believe that every child deserves a safe, nurturing, and engaging learning environment where they can thrive. Our team is deeply committed to ensuring that your child feels valued, respected, and supported in every aspect of their education. As an online school, we recognize the unique challenges and opportunities that come with virtual learning, and we are dedicated to creating a dynamic, interactive, and enriching experience that fosters a love of learning.

We also believe strongly in the power of the school/parent partnership. Your involvement, encouragement, and collaboration are essential in helping your child succeed. Together, we can build

a strong foundation for your child's academic, social, and emotional growth. Whether it's through communicating with teachers, participating in virtual events, or supporting your child's learning at home, your partnership plays an essential role in making this a positive and productive school year.

Our teachers, staff, and I are here to support your child every step of the way. We encourage you to reach out to us with any questions or concerns, as we believe open communication is key to the success of our students. Together, we will ensure that your child has a wonderful and successful year filled with opportunities to explore, grow, and achieve.

Thank you for choosing Uplift. We are honored to be a part of your child's educational journey, and we look forward to a fantastic year ahead!

Warm regards,

Dayna Lundberg

K-6 Principal



Governing Authority

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.

Enrollment

The following documents must be provided for each student before enrollment in Uplift Michigan Online School:

- Completed Enrollment Form
- Current Proof of Residency
 - Parent/guardian Drivers License or State ID with correct address AND one of the following:
 - Utility Bill showing mailing & service addresses
 - Property Tax Bill showing property address
 - Voter Registration Card with correct address
 - Lease/Rental Agreement showing property address
 - Rent Receipt showing property address

- Proof of Age (birth certificate - NOT a hospital birth record)
 - If Birth Certificate cannot be provided a Proof of Age Affidavit is offered as an alternative. This document must be notarized. Check with our registrar for more information.
- Current Immunization Records
- Evidence of Vision/Hearing Screening for Kindergarteners Only
- Academic Records (report card)
- Household Income Statement, also known as the Free/Reduced Lunch Application (this is necessary for proper state reporting, even though our students are not served food at the school)
- Copy of 504 Plan and/or current IEP and 3-year evaluation of IEP (if applicable)

Enrollment in Uplift Michigan Online School may require copies of prior state achievement test scores, but will not require them as a condition of enrollment. As part of the enrollment process, families must provide their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to Uplift Michigan Online School. The school counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. Potential credits to be earned per year vary from school to school. As transcripts are transferred in, credit is adjusted to fit the required six credits per year.

Electronic Signature Statement

All Uplift staff are able to gather electronic signatures of parents, guardians and students to be used for unofficial/official documentation throughout the school year.

Maximum Age to Enroll

The maximum enrollment age may also vary by student, depending upon the program in which a student is enrolled. In Michigan, the maximum age limits are:

- General education students who are less than 22 years of age, as of September 1st of that school year.
 - Pursuant to MCL 388.1606: (l) To be counted in membership, a pupil shall meet the minimum age requirement to be eligible to attend school under section 1147 of the revised school code, MCL 380.1147, or shall be enrolled under subsection (3) of that section, and **shall be less than 22 years of age on September 1 of the school year**
- Students who receive Special Education and related services who are less than 26 years of age, after September 1st of that school year (must have a valid and current IEP from the previous school year).

Maximum age limits also apply to students who choose to re-enroll. For more information regarding the maximum enrollment age, please contact the school administration.

Kindergarten and First Grade Admissions Policies

Kindergarten: A child may enroll in kindergarten if the child is at least 5 years of age on September 1 of the school year of enrollment. A child who is under 5 years old on the required date but who will be at least 5 years old by December 1 of the school year may be permitted to enroll in kindergarten if the student's parent/guardian(s) provide written notification to the school.

First Grade: If a child is 6 years old on or before December 1 of the school year of enrollment and

has not previously attended kindergarten, the child will be placed into kindergarten. If the parent/guardian(s) believe their students should be eligible for enrollment in first grade, the student will complete a placement test. If the student passes and is deemed eligible for enrollment in first grade, the student will be placed in first grade. A child may otherwise enroll in first grade if the child is 6 years old on or after December 2.

Mid-Year Enrollment

Students may enroll after the start of the school year during designated times, provided that there is space available in the school. **Academic records are required as part of enrollment.** Families enrolling mid-year are subject to all the same enrollment requirements as families that enroll before the start of the school year. Students must provide an academic record from the school of record for mid-year enrollment. Failure to provide an academic record showing prior school enrollment and engagement may result in an enrollment denial in Uplift Michigan Online School. Students enrolling after the first day of school will begin classes on the Wednesday following enrollment completion and account setup.

McKinney-Vento Policy (Housing Instability, formerly known as Homeless)

Children who meet the Federal definition of "homeless" will be provided free and appropriate public education (FAPE) in the same manner as all other students at Uplift Michigan Online School and will not be stigmatized or segregated based on their status as homeless. No homeless student will be denied enrollment based on a lack of proof of residency. No Uplift Michigan Online School Board of Directors policy, administrative guideline, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

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 or abandoned in hospitals
- D. 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
- E. live in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting

Pursuant to the McKinney-Vento (MKV) Act, an unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian.

Homeless students will be provided services comparable to other students at Uplift Michigan Online School. Including:

- A. transportation services;
- B. educational services for which the homeless student 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;
- C. programs in vocational and technical education;
- D. programs for gifted and talented students.

At Uplift, we understand that stability is essential for student success, especially for students

experiencing homelessness. We are deeply committed to supporting these students and ensuring their educational needs are met with compassion and understanding. Federal law, through the McKinney-Vento Act, affirms the right of students experiencing homelessness to remain in their school of origin, which is the school they attended when permanently housed or last enrolled, or to attend the local attendance area school, which is the school non-homeless students living in the same area are eligible to attend. The choice between these options is based on what is in the student's best interest.

We believe that maintaining consistency in a student's education is often crucial. This is our priority, unless it's contrary to the wishes of the student's parent or guardian, or in the case of an unaccompanied youth, the student themselves. We recognize that these decisions are deeply personal and require careful consideration.

If, after careful consideration, a student is assigned to a school other than their school of origin or a school requested by their parent or guardian, we will provide a clear, written explanation. This explanation will include the rationale behind the decision and information about the right to appeal that decision. We want to ensure transparency and open communication throughout this process.

Uplift is dedicated to removing any barriers that might prevent students experiencing homelessness from enrolling or staying in school. We understand that these students may face unique challenges, and we are here to help. A school chosen based on the best interest determination must immediately enroll the student, even if they lack typical enrollment documents like immunization records, proof of residency, guardianship papers, birth certificates, or previous academic records. We also understand that students experiencing homelessness may have missed application or enrollment deadlines or have outstanding fines or fees. These circumstances will not prevent immediate enrollment. Our focus is on ensuring that every student has access to the education they deserve, regardless of their current housing situation. We are committed to working with families and students to navigate these challenges and provide the necessary support for their academic success.

The school 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.

If you or know of a student(s) experiencing homelessness, and need support; please contact our main office at (313) 335-3218 to be directed to our MKV liaison.

Children and Youth in Foster Care

At Uplift, we recognize that students in foster care deserve unwavering support and stability to thrive academically and personally. We understand the unique challenges these children and youth face, and we are committed to providing the necessary safeguards and resources to ensure their success in elementary, secondary, and beyond into college and careers. We collaborate closely with the Michigan Department of Education, other schools, and child welfare agencies to provide this crucial educational stability.

Just like all Uplift students, children who meet the federal definition of "in foster care" are entitled to a free and appropriate public education (FAPE). We are committed to ensuring that these students are never stigmatized or segregated based on their foster care status. Uplift has safeguards in place to protect foster care students from any form of discrimination, ensuring they are treated with the same

respect and dignity as every other student.

Consistent with the Fostering Connections Act, "foster care" refers to 24-hour substitute care for children placed away from their parents or guardians, where the child welfare agency has placement and care responsibility. This encompasses various living arrangements, including foster family homes, relative foster homes, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

Uplift is dedicated to eliminating any obstacles that might hinder the enrollment and retention of children and youth in foster care. We understand that these students may not always have immediate access to typical enrollment documents such as immunization records, proof of residency or guardianship, birth certificates, school records, or other documentation. Therefore, we will immediately enroll foster care students, even if these documents are unavailable.

Uplift adheres to Title I requirements for educational stability for children and youth in foster care, including those awaiting placement. We proactively identify students in foster care and partner with state and tribal child welfare agencies to ensure their educational needs are met. Our staff works closely with child welfare personnel to develop and implement processes and procedures that include the following essential enrollment safeguards:

- Students in foster care have the right to remain in their school of origin unless it's determined that doing so is not in their best interest.
- If remaining in the school of origin is not in the student's best interest, they will be immediately enrolled in the new school, even if they cannot produce standard enrollment records.
- The enrolling school will immediately contact the school of origin to obtain relevant academic and other records, including any Individualized Education Programs (IEPs).

Foster care children and their families will have equal access to all educational services for which they are eligible, just like any other Uplift student. This includes:

- Educational services under Title I of the Elementary and Secondary Education Act or similar state and local programs, special education services for children with disabilities, and programs for students with limited English proficiency.
- Vocational and technical education programs.
- Programs for gifted and talented students.

Home and School Partnership and the Role of a Learning Coach

The Board of Directors deeply values the vital role parents and families play as primary educators and key decision-makers in their children's lives. We firmly believe that a strong partnership between home and school is essential for student success. We know that when families and schools work together, and when parents and families are actively engaged in their children's education, we see positive results: improved academic performance, better behavior, and increased attendance.

To ensure the strongest possible support system for every student, we ask that families actively engage with their children's schooling on a daily basis and respond promptly to communication from school staff. This role falls to the adult in the home you have identified as the Learning Coach upon enrollment.

In the virtual learning environment, students benefit tremendously from the guidance, structure, and encouragement provided by their Learning Coaches. These coaches—whether parents, guardians, or designated support persons—are instrumental in creating a productive and engaging learning experience. Learning Coaches should be actively involved in students learning on a daily basis. Their

active involvement directly impacts students' ability to manage their time, stay motivated, and successfully complete their assignments.

Learning Coaches help ensure that students follow their schedules, stay on task during live sessions, and complete coursework on time. They provide additional clarification and support when students encounter difficulties, reinforcing the lessons delivered by teachers. Additionally, Learning Coaches can identify when students are struggling with the content or with the structure of virtual learning and communicate effectively with educators to implement the necessary interventions.

We understand that families have many demands on their time, and we appreciate your commitment to this important collaboration.

Communication Expectations

Students and guardians are expected to respond to all teacher communications within twenty-four (24) business hours. Students are provided an Uplift Michigan Online School email address (ending with uplift-mi.org) upon enrollment. Students are expected to maintain, utilize, and communicate with staff via these email accounts. This is to ensure that students and parents/guardians are adequately and regularly informed regarding student progress, school news/updates, and academic concerns.

There are many times in which staff may need to speak with the student or parent/guardian over the phone or through video conferencing (Google, Google Chat, Google Meet, Zoom, etc.). **If staff are trying to contact you, please assume it is urgent and they need to reach you.** If a school staff member calls, the student and/or parent/guardian are expected to answer or return the call within 24 business hours. If staff are requesting a video conference, the student and parent/guardian are expected to schedule that conference within 24 business hours, or the timeframe requested by the staff member. Lack of communication with staff may result in unexcused absences for the student and/or withdrawal from Uplift Michigan Online School.

Students and parents/guardians are expected to communicate in a safe, supportive, and respectful manner. Rude, inappropriate, and/or disrespectful behavior, including profanity, will not be tolerated. If such communication is received staff will cease communication and report it to the appropriate administrator. Administration will follow-up with the family regarding the disrespectful or inappropriate behavior. This follow-up will include a review of communication expectations. Should such communication behavior continue students may receive disciplinary action up to and including suspension and/or expulsion from Uplift.

State Standardized and Benchmark Assessment Expectations

It is an expectation of all parents/guardians at the time of enrollment that they will ensure their student completes the required assessments outlined below. All Uplift Michigan Online School students are required to complete state standardized assessments and benchmark assessments.

Benchmark assessments are given two times per academic year (fall and spring). These assessments are necessary to provide student support and document grade-level proficiency. Uplift Michigan Online School uses Northwest Evaluation Association (NWEA) assessments to track and support grade-level proficiency for students in grades K-11. Students are required to complete all benchmark assessments scheduled after their initial enrollment. Failure to complete required testing may result in withdrawal from Uplift Michigan Online School. More information about NWEA can be found here: <https://www.nwea.org/>. NWEA benchmark assessments are completed virtually, using the students computer, during the specified window. Dates/times for specified windows will be communicated to

families through the school newsletter, email, and course announcements. Students are required to attend during the specified window. **Students who enroll after the start of the year are required to complete NWEA testing (if they don't have a score report from their previous school) within one week of their enrollment start date or as scheduled by their advisor.**

State standardized assessments are mandatory for all students, state-wide, in every public school. All students must complete the required assessments in the spring of each academic year. These assessments are given for students in grades 3-11 (12 if not previously tested). State assessments include M-STEP, PSAT 8, PSAT 9, PSAT 10, SAT, and ACT WorkKeys. Spring testing windows and dates are posted on the Office of Educational Assessment and Accountability website, found here: <https://www.michigan.gov/mde/0,4615,7-140-22709---,00.html>.

Specific standardized testing dates for Uplift Michigan Online School students can be found on the board approved school calendar and below. State assessments are not given from home. **All state assessments must be given in-person at pre-approved locations.** Uplift Michigan Online School is dedicated to offering locations as close to students as possible. Driving will be required for state testing. Families will need to make arrangements to ensure their students are present for all required in-person assessments. Students who fail to attend mandatory in-person state testing may be reported as truant from Uplift Michigan Online School and/or their diploma withheld. Absences during state testing will be considered unexcused (unless approved per attendance policy, page 19 of this handbook) and result in truancy proceedings.

Academic Program - Kindergarten through 6th grade

At Uplift, we celebrate every student's journey and are committed to recognizing their achievements. Our policy is to award a high school diploma to each student who successfully completes our instructional program or a personalized curriculum tailored to their individual goals, objectives, and demonstrated proficiency, AND meets MMC requirements. We believe in honoring diverse learning paths and celebrating the unique strengths of each student.

We understand that learning can happen in many ways. Therefore, students can fulfill the online learning requirement for graduation through a dedicated online course or by integrating online learning experiences into each required credit of the Michigan Merit Curriculum.

Elementary (K-6) level students will complete a benchmark assessment at the beginning of the year. Students will be assessed at the mid-year mark to gauge current progress in the course of study. Students will take a final assessment at the end of the spring semester to show student progress in the courses of study. All students in Grades 3, 4, and 5 are required to take the Michigan Student Test of Educational Progress (M-STEP) **in person** during the spring semester.

Elementary students must exhibit proficiency in skills for their grade level through district assessments, course content, course assignment, and teacher recommendations. Students must complete with good faith and exhibit proficiency on state assessments.

Grading Scale for Grades K-5

89.5-100	Excellent
79.5-89.4	Above Average
69.5-79.4	Average
59.5-69.4	Low Average
0-59	Deficient

Required Technology

Students enrolled with Uplift Michigan Online School must have access to reliable technology (a working computer that allows for web conferencing and completion of school-work, phones are not considered reliable technology for this purpose) and the internet. Students will be provided a school-issued computer but are responsible for the maintenance and care of the computer while in their possession. **Your equipment is borrowed not owned (Review Technology Policy).** The student's family will be required to repay the cost of the school-issued computer if it has been damaged, stolen, and/or broken. Student technology (computers and applicable MiFi units) will be shipped as soon as possible to students after enrollment is complete. Setup, processing and shipping student technology may take 2-4 weeks. Families should provide an alternative until school-issued student technology is received. Consider local libraries and friend/family computer/internet access as possible alternatives.

Students/Learning Coaches should reach out to IT support if their computer or internet browser is not up-to-date on each device. For the best experience, try the following connectivity recommendations:

Desktop and Laptop Computers

- **Operating System**
 - Windows 10 or later
 - Mac OS 10.7 or later
- **Browsers** (latest versions)
 - Google Chrome
 - Mozilla Firefox
- **Plugins** (the latest versions of the following)
 - Adobe Flash Player
 - Adobe Reader DC
 - Adobe Shockwave
 - Adobe Air
 - Adobe Connect
 - Java
- VLC Media Player (Mac only)

Mobile Devices and Third-Party Curriculum

Although the education management system is tested regularly, many mobile devices may not be fully compatible with third-party curriculum platforms that are accessed through the online school and are not recommended for school work. These include:

- iPod
- iPad
- iPhone
- Kindle
- Android phones & table

Broadband connection is required.

- For one student, a minimum download speed of 8Mbps should be requested from your ISP.
- For two or more students, a minimum download speed of 25Mbps should be requested from your ISP.

Technology Policy

Educational Technology Issued

Uplift Michigan Online School provides all students with access to technology by issuing each student a Chromebook and internet access, via MiFi or reimbursement, 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

Uplift Michigan Online School provides training on the acceptable use of internet services, online behavior, and cyberbullying awareness. The training provided is designed to promote the Uplift commitment to:

- The standards and acceptable use of internet services as set forth in the Uplift Michigan Online School 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 Uplift Michigan Online School. The use of Uplift 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

Uplift Michigan Online School will not provide insurance for borrowed devices that students take home. It is the guardian's responsibility to purchase insurance coverage if needed. 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:**
 - a. Keep the device away from precarious locations like table edges, doors, seats, or areas with pets.
 - b. Do not stack objects on top of the device, leave it outside, or use it near water (e.g., pools).
5. **Storage and Transportation:**
 - a. Devices should not be left in vehicles.
 - b. Avoid exposing the device to extreme temperatures or inclement weather (e.g., rain, snow).
 - c. 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 receiving an additional or new device 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 within 48 hours.
- Failure to report may result in responsibility for replacement costs.
- Report school-ground thefts immediately to school staff for police ling.
- 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 sta.
- 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.

Uplift Michigan Online School makes no warranties of any kind, whether expressed or implied, for the service it is providing. Uplift 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 Uplift Michigan Online School.

AAC Device Policy

Uplift Michigan Online School provides Special Education AAC devices to students with documented needs as part of their Individualized Education Program. Students with school-issued technology devices, including AAC devices (such as iPads), must be aware that the devices are for educational use ONLY and will only be active during the school year. These devices are loaned to Special Education students and remain the property of Uplift Michigan Online School.

AAC devices and all technology issued to students are borrowed for use during the school year and must be returned in good condition upon request, at the end of the school year, or if the student withdraws from the school. These devices are not owned by the student or family.

Responsibility:

Acceptable Use

- AAC devices must be used solely for communication and educational purposes.
- Students and families must follow all applicable rules outlined in the Uplift Michigan Online School Technology Policy (found in the student handbook), including but not limited to appropriate use, care, maintenance, and security.
- Use of AAC devices for any illegal, inappropriate, or unauthorized purposes is prohibited. Devices may be turned off and their return requested if misused.
- AAC Devices must not be loaned to others or used by anyone other than the assigned student.
- Families are responsible for any damage or loss caused by negligence, misuse, or failure to return the device.

Device Protection:

- Families are responsible for any damage or loss caused by negligence, misuse, or failure to return the device.
- Use protective cases and handle devices carefully to avoid damage.
- Avoid exposure to liquids, extreme temperatures, and unsafe environments.
- Devices should be kept clean, charged, and stored safely when not in use.
- Do not place objects on top of devices or leave devices unattended in unsecured locations.
- The device should not be loaned to anyone other than the assigned student.

Loss, Theft, or Damage:

- Report any loss, theft, or damage immediately to school administration.
- In the event of theft, a police report must be filed and a copy provided to the school within 48 hours.
- Repair or replacement costs may be charged to families if damage or loss results from negligence.
 - Negligence includes, but is not limited to:
 - Leaving the device unattended or unsecured
 - Allowing unauthorized users access to the device
 - Failure to properly care for or protect the device

Training and Support

- Uplift Michigan Online School will provide training and resources to students, families, and staff on the proper use and care of AAC devices.
- Technical support will be provided during school hours, but families are encouraged to contact the school promptly if issues arise.

Return of Devices:

- All loaned devices, including AAC devices, must be returned promptly upon request or at the end of the school year.
- Devices not returned may result in families being billed for replacement costs and possible loss of technology privileges.

Insurance:

Uplift Michigan Online School does not provide insurance for loaned devices. Families may choose to obtain insurance coverage at their own expense.

Privacy and Compliance

- AAC devices may contain software or apps to support communication; however, usage data may be monitored by the school to ensure compliance with policy and to provide technical assistance.
- Failure to comply with this policy may result in loss of AAC device privileges and/or other disciplinary actions as appropriate.
- Families will be asked to sign an agreement acknowledging receipt, understanding, and acceptance of this policy before AAC devices are issued.

Internet Reimbursement Policy

Students at Uplift Michigan Online School that do not have internet access or require assistance in obtaining internet access are eligible for internet reimbursement. Internet reimbursements are paid out twice per year, in January and June. **Internet reimbursement is set to a maximum of \$20 per month of service during the school year.** To receive reimbursement the parent/guardian must submit full (all pages) internet statements for each month they are requesting reimbursement (Sept.-Jan. and Feb.-June) no later than the 15th of January/June respectively. Reimbursements will be paid out to families before the last day of the month (January/June). No internet reimbursement shall be paid out without copies of full internet statements and shall not exceed \$100 per five month period. No internet reimbursement will be paid out if the service address on the statement does not match the residential address on file for the student.

MiFi Unit Policy

Students at Uplift Michigan Online School that do not have internet access or require assistance in obtaining internet access are eligible for internet reimbursement. Some students **may be** eligible for a MiFi wireless internet unit. MiFi units will be provided based on free/reduced lunch qualification, reason for need, residential location, and availability. Only one MiFi unit will be provided per household. Students who do not qualify for a MiFi unit are still eligible for internet reimbursement. MiFi units are a privilege and not a requirement. They are meant to temporarily help students who are experiencing financial barriers that are impacting their ability to access their schoolwork. This includes students who may be experiencing housing instability or family loss of income. All families are eligible for internet reimbursement. If a MiFi is unavailable or your student doesn't qualify, please utilize the internet reimbursement option.

MiFi units may **ONLY** be used for schoolwork. MiFi units may **ONLY** be used by Uplift students. The internet is not to be used for other purposes including but not limited to personal use, streaming services, gaming, non-school related communications, or web searches not related to schoolwork. Families issued a MiFi unit are required to agree to the following terms:

1. The unit will **ONLY** be used for schoolwork.
2. The unit will be kept in a safe/dry location.
3. The unit will only be used by the student or students it has been assigned to.

Improper use of the MiFi unit will result in disciplinary action up to suspension or removal of the unit.

Families will be notified of improper use, in the following ways.

- **First Instance of Improper Use:** Warning email will be sent from Principal or Lead to Learning Coach and student.
- **Second Instance of Improper Use:** Warning email and phone call from Principal or Lead to Learning Coach.
- **Third Instance of Improper Use:** Suspension of MiFi privileges pending meeting with family and Principal.
- **Fourth Instance of Improper Use:** If the MiFi unit was reinstated by the Principal after the 3rd instance and meeting, the fourth instance will result in revocation of MiFi privileges for the remainder of the school year. The unit must be returned immediately.

Attendance and Program Participation

Students should plan to participate in the Online School's academic program an average of 6.5 hours a day throughout the duration of the school calendar in the online school to achieve the required 1,098 hours for the school year. In cyber schools like Uplift Michigan Online School, participation is equated with attendance and attendance is required daily and directly impacts student success. The following are examples of program participation that counts toward as attendance:

- Student being logged in to a lesson or lesson activity and the activity can be logged
- Student attends a live online lesson with a teacher, either individually or in collaboration with other students
- Student and teacher participate in a telephone conversation or other form of electronic communication on a subject or lesson matter
- Student engaged in work or lesson plan of the Online School with a learning coach which can be documented
- Student attends and participates in weekly advisory activities

Families are encouraged to have a plan in case of power failure, internet outage, computer/technology failure, or other circumstances that may arise. Families should consider local libraries and friend/family computer/internet access as possible alternatives in the event of power or internet outage. In the event of such a connectivity problem which cannot be reasonably overcome, please notify the school of this occurrence so that alternate arrangements can be explored.

Providing for a student's education is a partnership between parents and the school. Since the greatest predictor of student success is participation (attendance), it is crucial that communication between school and parents is timely and reliable whenever a student is out-of-class during scheduled school hours. The legal doctrine of *in loco parentis* requires that the school knows the whereabouts of a student during the scheduled school day. Therefore, the school policy is that the parent notifies the school of any absence or late arrival. To ensure the safety of your student, every day your child(ren) will be late or absent from school, **you must:**

- Contact the school by emailing, calling, or texting your students' advisor. You may also call the main school line to report an absence at (313) 335-3218 as early as possible, but no later than 9:00AM EST. These periods of absenteeism will be coded as "C" (confirmed/called-in by parent) in your student's records.

Time away from school, much like time away from work for adults, is a valuable and limited resource that requires careful management. The school has set both an attendance goal and an attendance standard for student attendance:

- Attendance Goal: Five or fewer absences per school year per student (Strive for Five)
- Attendance Standard: Attendance of better than 90%

When a student's attendance falls below the 91% standard, they are considered Chronically Absent. This is the standard for all schools, local districts or charter; in-person, online, or virtual.

- **Chronic Absenteeism** is defined as missing 10% or more of school days, measured at any point during the school year. All absences are counted, whether confirmed or not (excused or unexcused). There are a few specific exceptions.
- **Chronic absenteeism** also includes other causes of lost learning time, such as tardiness, late arrivals, and early departures. This is referred to as **Total Lost Learning Time (TLLT)**, measured in full-day equivalents.
- When a student's absenteeism reaches 10% or more, it is recommended the school submit a referral to the relevant ISD's Office of School Attendance and Participation.

Why all are all absences counted? It is a way to accurately track lost learning time and alert the school and family when supports and success planning are needed. Our teachers are dedicated to teaching all-day every school day and being present as much as possible gives students the best opportunity to benefit from that instruction. Chronic absenteeism is a generous standard, and rarely leads to undue family hardship if the time away is carefully managed.

The few exceptions, as previously noted, results in an Uncounted Absence. For purposes of calculating lost learning time, not only do these not count as an absence, they are also removed from that student's total available days of attendance. Uncounted absences are:

- Extenuating and Unusual Medical absences: This is somewhat similar to short-term disability in the world of work. Not intended for routine illness, even if under a provider's care, but rather for very serious medical events, such as hospitalizations and dangerous contagious diseases requiring quarantine as determined by the County Health Department (e.g., measles, TB). *These are absences ordered and documented, with hand signature, by a licensed health care doctor, with specific dates school must be missed for medical necessity.* (This also includes significant life trauma, such as an immediate family member death, as confirmed and approved by appropriate school staff.) Blanket or "under the care of" excuses are not accepted as "medically absent" without an IEP or a 504 plan specifically addressing the medical issue and approval of appropriate school staff. Routine illnesses are, just like for adults at work, *counted absences*.
- Court dates: required court appearances for the student with court documentation, and related detention.
- Suspensions and expulsions.
- Preplanned absences that would not negatively affect the student's learning and educational performance as determined by the student's teacher(s) and building administrator in consultation. Generally, this would include assigned and required learning activities completed before and/or during the absence. It often may also include a report and/or presentation to the class, with a grading rubric established at the planning stage. This is at the school's discretion and individual school board policy.

Any time that a student's attendance falls to 90% or less, a referral may be made to the Attendance Officer for investigation, supportive action, and possible legal action, as per Michigan statute.

Computer/Tech Issues Impacting Attendance

Technical issues are not an excuse for lack of progress. Contact your students advisor immediately so we may help. It is your responsibility to seek support for computer/tech challenges. Uplift provides tech support for all students. Please contact tech support if you are experiencing computer issues that you can't easily resolve.

- Please contact tech support by submitting a help desk ticket [HERE](#) or 1-888-956-6066.

Count Day Requirements

Families and students are held accountable for meeting attendance requirements. The following are required to remain in Uplift Michigan Online School. **If a student does not meet count day and attendance requirements, they may be withdrawn (removed from membership and no longer enrolled) from Uplift Michigan Online School.**

The pupil must participate in **each** scheduled course on count day to satisfy the participation requirement. Students and parents/guardians are expected to respond to all teacher communications within twenty-four (24) business hours.

On Count Day, students and parents/guardians are expected to respond to ALL staff communications before the close of business (4pm EST or 4pm CST depending on students' residential address at enrollment).

If absent on count day, the pupil must attend and participate in ALL classes during the next 10 consecutive school days if the absence was unexcused, or during the next 30 calendar days if the absence was excused.

One or more of the following must be met on count day for each scheduled course to satisfy the participation requirement:

- The pupil attended a live lesson from the teacher.
- The pupil logged into a lesson or lesson activity and the login can be documented.
- There is documentation of an email dialogue between the pupil and teacher, pertaining to specific coursework.
- There is documentation of activity or work between the learning coach and pupil.
- There is documentation of completed lesson activities or coursework.

Absences

Families are required to notify their student's Advisor if the student must be absent on any school day. Families are also required to notify their Advisor if there is going to be an extended absence from school. Extended absences may result in the student's school year being extended to make-up the days absent.

Excused absences may be admitted for the following:

- Illness
- Recovery from an accident
- Required court attendance
- Professional appointments
- Death in the immediate family
- Observation or celebration of a bona fide religious holiday
- Other good causes that may be acceptable by school administration.

All extended excused absences are required to have the proper documentation to substantiate such absence. For example, if your student is ill for more than 2 consecutive days, you will need a doctor's note excusing the student from school. Failure to provide documentation within 48 hours will result in the absence as unexcused. Any absence not listed above will be considered an unexcused absence.

It is imperative that we continue constant communication to ensure the best possible outcomes for your student. We expect you to inform staff with proper notice of any planned family events to

prepare for the missed time. Any planned absence by a student must have a planned absence form completed by the student, parent/guardian, and Advisor. **Documentation of a planned absence must be provided at least 7 days prior to the absence to the Advisor or homeroom teacher.** Extended absences are not recommended during the school year as it hinders the educational process for your student.

While we understand that certain life events are unforeseeable, we ask that you communicate any hindrance with your student’s education and/or attendance with us immediately. Failure to communicate absences by your student will result in the student being truant.

Under Michigan Department of Education guidelines, students who accumulate 10 days of unexcused absences or fail to participate in the Online School’s educational program for an equivalent period may be considered truant. Among other corrective measures as outlined below, students will be required to develop an **academic success plan** with the Online School and their Advisor to improve participation and accountability.

Truancy Process

Attendance at Uplift is determined by both grades in academic courses and time spent in the online school. Truancy refers to being absent from school without a documented excused absence. Students who are failing three or more academic courses are at risk of being truant if they are also in attendance for at least half a school day (not spending at least 3 hours a day in the online school).

Consecutive Absences	Intervention
1-3	Notification from the automated Attendance system with strategies to re-engage in the program.
3-5	Notification from the automated Attendance system, strategies to re-engage in the program, and a conference with family and an Advisor.
7-8	Notification from the automated Attendance system, strategies to re-engage in the program, conference with family, an Advisor, and school administration.
9-10	Notification from the automated Attendance system, development of academic success plan, conference with family, Advisor, content teachers, and school administration. Written notification mailed to family. ***If there is no response/progress to certified letter or academic success plan, student will be referred to the Family and Community Liaison***
20	The student may be reported to the appropriate intermediate school district personnel and may be considered withdrawn from Uplift Michigan Online School.

Students and families who progress through the truancy process and are unable to find success will transition to and work with the Family and Community Liaison (FCL).

Family & Community Liaison Step-By-Step Process

1. FCL and ADMIN are included in Advisor's **10-day Truancy Notice Email** to Student and Learning Coach (LC). Registrar also mails 10-day Truancy Notice via Certified Mail to notify Student and Family.
2. If Student AND LC do not respond and/or exit Truancy status (logging in submitting work) within the given time (5 days), the Advisor will **forward the 10-day Truancy email to ADMIN to request FCL intervention.**
3. Following ADMIN confirmation for FCL intervention, **FCL will confirm the referral with Advisor and initiate support services** with the Parent/Guardian/LC and student.
4. If no returned contact from LC or student within 3 days of referral, attempts will be made to reach Emergency Contacts (EC's). If no response from LC, student, and/or EC's in 5 days, **a wellness check will be scheduled** (FCL, or local Law Enforcement Officer) to verify the well-being of the student/family.
5. Following a successful wellness check AND scheduled meeting with FCL (or Attendance Conference), the student/family will begin the 30 day intervention process with FCL. If the student becomes 5 days truant (while actively working an agreed upon plan) during the 30-day intervention process, **FCL will follow local (county) procedures to report the student's attendance for State intervention.**
6. Following successful contact, **FCL will work to re-engage the student/family for 30 days** from the referral date. Re-engagement could include: meeting weekly (or more) with the student and/or LC, Goal planning, Student/LC technology tutorials, LC consultation to create schedules, routines and guidance for meeting other UMOS expectations; linking the family to community and mental health resources, reinforcing Advisor/Student relationship, etc.
7. During the 30-day intervention process, **Advisors can expect to:** provide FCL with details about student/family, continue weekly attempted contact with students and LC's to re-establish/strengthen relationship/engagement, receive weekly emailed updates from FCL, Participate in Attendance Conferences and/or FCL Progress Meetings, and other supports, as needed.
8. **Expectations of Students and Families during FCL Intervention include:** attending 1:1 Advisory Sessions, attending some or all Weekly Live Lessons, submitting assignments, logging in AND submitting assignments a minimum of 3 days/week. All other goals/expectations will be established and agreed upon by Family, and FCL (Advisor).
9. Prior to the end of the 30-day intervention Process, a **Transition meeting will be held with the Advisor** (LC may be present in some cases) to share successes, continued areas of improvement, and last minute concerns or information to/from the family and/or FCL.
10. At the end of the 30-day intervention process, a brief **Transition Summary will be emailed to Advisors and Parents** marking the end of the FCL intervention. Once

received, “the clock restarts” for the student/family, meaning they are at 0 days truant (or less than 5, if intervention was moderately successful), and if needed, the entire process will need to begin at Step 1.

Academic Integrity

Assessments (including quizzes, exams, and assignments) within each course aim to gauge student comprehension of course material; thus, students should strive to communicate their learning with their own original/unique thinking and ideas. While research is permitted and encouraged for written projects or research papers, proper citation is mandatory, and direct copying without attribution is prohibited. Copying verbatim from any source during assessments is strictly forbidden as it undermines the demonstration of student learning. Classroom teachers, advisors, and school staff reserve the right to orally evaluate a student's understanding of submitted work if there are suspicions of AI-generated material usage.

To provide students with clear direction for needed revisions and/or citations, teachers will send a communication to students and learning coaches (or an adult in the home responsible for overseeing a student's learning) about these expectations. When possible, Uplift will approach misconduct through a lens of growth and learning. Students may be offered the opportunity to reflect, re-learn, and restore trust through structured supports before disciplinary action is assigned. School leaders reserve the right to apply progressive discipline based on individual circumstances.

If incidents continue after communication among the teacher(s), students, and learning coaches, school administration will become involved.

Multi-Tiered System of Supports - Academic Gap Support

At Uplift, we're committed to the success of every student. That's why we've implemented a Multi-Tiered System of Supports (MTSS). This framework helps our educators identify students who might be struggling and provide them with the right support at the right time. We understand that students learn at different paces and sometimes need extra help to thrive.

If a student's progress falls below expectations, our dedicated staff will step in to offer personalized support and resources. We'll work closely with the student to understand their needs and connect them with the appropriate interventions. These supports are designed to help students get back on track and achieve their full potential. We encourage students to actively engage with these support systems, as they are a key part of their success in our program.

These supports can take many forms, depending on the student's needs. They might include things like additional time with teachers, focused support in specific skill areas, help with time management, or strategies for improving engagement. We may also consider factors like attendance, login rates, communication, and time on task to help us understand how best to support each student. The goal of our MTSS framework is simple: to provide every student with the tools and resources they need to learn, grow, and succeed. We believe that with the right support, every student can reach their full potential.

English Language Learner Services

Uplift's English Learner (EL) Program is dedicated to ensuring equitable access to our virtual curriculum for every student who speaks a language other than, or in addition to, English. This includes students identified by a previous school or through our Home Language Survey. We

understand that learning a new language while also keeping up with schoolwork can be challenging, and we're here to support our EL students every step of the way.

Our program provides a range of supports tailored to each student's individual needs. These supports might include state testing accommodations, classroom accommodations integrated directly into the virtual curriculum, and/or specialized language instruction from certified English as a Second Language (ESL) teachers. Our goal is to help each EL student progress towards English language proficiency in all four key areas: listening, speaking, reading, and writing. These specialized services are designed to complement, not replace, the general education provided by Uplift.

To ensure we're meeting each student's needs and fulfilling the requirements of the Every Student Succeeds Act (ESSA, 2015), students in the EL program will be assessed annually using the WIDA Access assessment. This valuable information helps our ESL staff tailor their instruction and provide the most effective support possible. We are committed to working closely with families to ensure their children receive the resources and support they need to thrive.

Individualized Education Programs (IEPs)

The school is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). The Special Education Director and Special Education teacher assist parents/guardians in accessing and coordinating services pursuant to a current Individualized Education Plan. **Parents/guardians must indicate that their child has a current Individualized Education Plan (IEP) on their enrollment form.** Uplift Michigan Online School is not liable for past due services if the student was not properly identified as having an IEP during the enrollment process.

Special Education services are available to students identified with a disability by a multidisciplinary team which may include but is not limited to: teachers, the parent/guardian, a school psychologist, therapists and the student. The school follows the requirements of IDEA 2004 and corresponding Michigan laws. Documentation of the disability must be provided, such as medical records, prior educational records, and/or psychological evaluation.

For new referrals the school uses the Multi-tiered System of Support (MTSS) school-wide, as a first level support to assist in the identification of educational needs and to document that the student is unable to learn with scientifically based interventions. The General Education Teacher will then forward that request onto a Special Education Teacher who will make sure the evaluation is completed.

The school is required to teach all students grade level work per directives from the state department. The curriculum used depends on the age and grade level as well as the instructional level of the student. Students in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress within the Least Restrictive Environment (LRE).

Services offered may include: adaptations and modifications to the curriculum, specialized instructional strategies, and adjustments in pacing.

Section 504 Accommodation Plans

The Rehabilitation Act of 1973, commonly referred to as "Section 504," is a federal statute that prohibits discrimination against persons on the basis of their disability by institutions that receive financial federal assistance. It states:

No otherwise qualified individual with a disability shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Section 504's purpose is to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. If a student is covered by Section 504, Uplift Michigan Online School will provide such accommodations as are necessary to ensure that the student has equal access to services, programs and activities offered by the school.

Grievance Process

Parent/guardian(s) with a grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate Uplift Michigan Online School staff member). All parties involved must be appropriately defined, and the problem must be clearly outlined.

The recipient of the grievance must review the issue with his or her supervisor and respond to the parent/guardian within three (3) school days.

If the original recipient did not resolve the grievance, the parent/guardian(s) should request a meeting with the recipient's supervisor. The supervisor should investigate the matter, and schedule a meeting with the parent/guardian(s), the student, if necessary, and any other staff member (if necessary), within five (5) school days.

If either party does not resolve this grievance, the parent/guardian(s) should then request a meeting with the Superintendent. The Superintendent will investigate the matter and schedule a meeting within five (5) school days.

If the school has not been able to address the concern through the grievance process set out above or there has not been a prompt and equitable resolution of a complaint prohibited by Title IX and Section 504, the parent/guardian(s) can contact the school's Governing Board. The parent/guardian(s) can also resort to contacting the Michigan Department of Education.

Privacy/Confidentiality

Uplift Michigan Online School will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. The school will comply with all applicable laws regarding confidentiality of personally identifiable information from education records. In addition, the identity of an individual who reports an act of bullying or cyberbullying shall be and remain confidential. The school principal or appropriate administrator 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 parent/guardian(s), and is redacted from any report of bullying or cyberbullying that is publicly disclosed.

Uplift Michigan Online School is required to report any dangerous or illegal activity to local law enforcement officials. Additionally, all Uplift Michigan Online School staff are mandated reports and as such will comply with mandated reporting requirements/legislation.

Internet Safety Policy

It is the policy of Uplift Michigan Online School to:

- Prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications.
- Prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet.
- Prevent unauthorized online disclosure, use, or dissemination of personally identifiable information
- Comply with the Children’s Internet Protection Act (“CIPA”) (Pub. L. No.106-554 and 47 USC 254 (h)).

To the extent practical, technology protection measures (or “Internet filters”) shall be made available for all computers accessible by students and placed on the computers located at the school site locations. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes. To the extent practical, Uplift Michigan Online School takes steps to promote the safety and security of users when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes:

- unauthorized access, including so-called ‘hacking’ and other unlawful activities
- unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Uplift Michigan Online School is committed to educating, supervising and monitoring the appropriate usage of the online learning platform and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act.

The School will provide age-appropriate training for students designed to promote Uplift Michigan Online School’s commitment to the standards and acceptable use of Internet services, student safety with regard to safety on the internet, appropriate behavior while online, on social networking websites, and in chat rooms, and cyber bullying awareness and response.

This Internet Safety Policy was adopted by the Board of Uplift Michigan Online School at a public meeting, following public notice, on August 24, 2018.

Bullying and Prohibited Behaviors

Uplift Michigan Online School is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyberbullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, Caretaker, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyberbullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing.

This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as sex, sexual orientation, race, color, national origin, marital status, or disability.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

- Harassment - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other person(s) and serves no legitimate purpose.
- Bullying – 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 persons either directly or indirectly by doing any of the following:
 - Substantially interfering with educational opportunities, benefits, or programs of one or more persons
 - Adversely affecting the ability of a person to participate in or benefit from the school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial distress
 - Having an actual and substantial detrimental effect on a person's physical or mental health
 - Causing substantial disruption in or substantial interference with the orderly operation of the school.
- Cyber-bullying – any electronic communication that is intended or that a reasonable person would know is likely to harm one or more persons either directly or indirectly by doing any of the following:
 - Substantially interfering with educational opportunities, benefits, or programs of one or more persons
 - Adversely affecting the ability of a pupil to participate in or benefit from the school's educational programs or activities by placing the person in reasonable fear of physical harm or by causing substantial emotional distress
 - Having an actual and substantial detrimental effect on a person's physical or mental health
 - Causing substantial disruption in, or substantial interference with, the orderly operation of the school.
- Hazing – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).
- Intimidation – a course of behavior that instills fear or a sense of inadequacy.
- Violence within a dating relationship - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.
- Sexting - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video

which depicts nudity and is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another minor as described above.

- Prohibited behaviors include all of the above.

The Uplift Michigan Online School administration will not tolerate any gestures, comments, threats, or actions which:

- cause, threaten to cause, or, an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation
- creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration or parent/guardian(s).

This policy applies to all school-related activities and/or engagements, including, but not limited to:

- online school-related activities (synchronous sessions)
- participation in clubs and activities
- Email messages, text messages, discussions, Google Chat, telephonic communications, and message boards
- In-person activities (state testing, field trips, open houses, and any other in-person school-related activities) on school property.

This policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or parent/guardian(s) who believe that student or any other student has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation to the school counselor and Principal. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator.

Every student is encouraged, and every staff member is required to report any situation that they believe to be prohibited behavior. Reports may be made to an advisor, teacher, school counselor, administrator, or other Uplift staff. If a student or other individual believes there has been prohibited behavior, he/she should report it and allow the administration to determine the appropriate course of action. Any teacher, school administrator, or school staff member who does not timely make a written report of an incident of prohibited behavior shall be subject to appropriate disciplinary action in accordance with the school's disciplinary process. All complaints about prohibited behavior shall be kept confidential and be promptly investigated.

The school principal or appropriate administrator shall prepare a written report of the investigation upon completion. The report shall include findings of fact, a determination of whether any prohibited behavior(s) were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action, shall be in the report.

Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying, dating violence, or any

other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the school's disciplinary process. This may include:

- Up to expulsion for students
- Up to discharge for employees
- Exclusion for parent/guardian(s), guests, and volunteers
- Removal from any official position and/or a request for a Board member(s) to resign Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in the Student Handbook.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s) parent/guardian(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying, and/or dating violence.

If after investigation the act(s) of prohibited behavior by a specific student is/are verified, the school principal or appropriate administrator shall notify in writing the Parent or Legal Guardian of the perpetrator of that finding, and shall notify in writing the Parent or Legal Guardian of the victim of the prohibited behavior. If disciplinary consequences are imposed against such a student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false accusations about prohibited behavior will not be tolerated. Retaliation and intentionally false accusations may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

This policy is publicized in this student handbook, which is distributed to all students annually at the beginning of the school year (or after enrollment) and accessible via our website.

Uplift will report all verified incidents of bullying and the resulting consequences, including discipline and referrals, to the board of the school district at the subsequent meeting after the incident or, at a minimum at the procedural Re-Organizational board meeting annually.

Uplift administrators and educators are annually trained in preventing, identifying, responding to, and reporting incidents of bullying.

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

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

Discipline and Due Process for Students

Students enrolled with Uplift Michigan Online School are expected to conduct themselves in accordance with the rules for the school. Parents/guardians are expected to cooperate with the school staff in helping students to maintain this conduct.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described below for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days, the IEP team will determine if the behavior manifested from the student's disability. If the IEP team determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

Discipline Measures

There are three levels of disciplinary measures utilized by the school:

1. Warning
2. Suspension
3. Expulsion

Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

- Warning
 - Students that receive warnings from the school will have a conference (via Google Meet or phone) with their parent/guardian(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will not be removed from

the class.

- Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories.

- **Suspension**

- Suspension is defined as any time a student is temporarily removed from access to the learning management system and/or a school sponsored program or activity (“locked out”). All student “lockouts” are considered suspensions.
 - The length of a suspension is determined by the school administrator (up to 10 days at a time).
 - A suspension will be documented in writing and will become part of a student’s permanent record.
- During a period of suspension as defined by the school principal, a student’s permission to log on to and/or use parts of the online school is restricted. Student access to email, the message boards, online clubs/activities, and/or all of the online school may be revoked.
- In such cases where the student’s access is completely revoked, the learning coach is responsible for logging on to obtain the student’s assignments, responding to email, and recording assessment responses for the student.
 - The student should continue with his or her schoolwork during a suspension.
- Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:
 - Cheating on tests or daily work: A student who knowingly participates in copying, using another’s work, and representing it as his or her own (for example, students transmitting their work electronically for another student’s use), or who provide other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
 - Abusive conduct: A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
 - Bullying: A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
 - Harassment: A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual’s sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school’s programs that:
 1. Has the purpose or effect of creating an intimidating or hostile environment
 2. Unreasonably interferes with an individual’s educational performance
 3. Otherwise adversely affects an individual’s educational opportunities.
 - Vandalism: A student who intentionally damages or destroys school property or records (physical or electronic).
 1. In these instances, the school reserves the right to contact the proper law enforcement agency(ies).
 - Theft and robbery: A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or use of force or violence is considered a serious breach of conduct.
 1. In these instances the school reserves the right to contact the proper law enforcement agency(ies).
 - Sexual harassment: A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or

witnesses and be represented by counsel.

- After the hearing, the principal will make a recommendation for or against expulsion to the School Board. Once the School Board rules on the expulsion, the school principal and/or the School Board will provide notification to the student and parent/guardian of the School Board's decision and discipline determination.
- The decision of the School Board is final.

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 rearm muffler or rearm silencer.
- Any destructive device.

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 Uplift program, a student could potentially be removed from the privilege of attending in-person events, but still be allowed to remain in the program in a strictly virtual environment.

- 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]. “School property” for this purpose also includes any location where staff/students of Uplift are gathering for a school-related purpose. This includes but is not limited to: field trips, state assessment administration, school functions or gatherings, and home visits. “School property” for this purpose also includes virtual live meetings. No weapons may be brandished or seen during live meetings.

- 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 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 Uplift program, a student could potentially be removed from the privilege of attending in-person events, 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 its 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.

Uplift 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

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 led 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.

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].

Student-Staff Relationships

At Uplift, we believe in open communication and respectful dialogue. We understand that disagreements can sometimes arise between students and teachers, and we're committed to helping resolve these situations constructively. Our goal is to foster a positive learning environment where everyone feels heard and understood.

We encourage students to address any concerns directly with their teacher in a private setting, allowing for a thoughtful exchange of perspectives. We believe that many misunderstandings can be resolved through open communication. To facilitate this process, we suggest the following steps:

1. Student-Teacher Meeting: The student should schedule a meeting with the teacher to discuss their concerns. The student and teacher will mutually agree on a date and time that works for both of them, as well as a comfortable and private location for the meeting.
2. Parent-Teacher Meeting: If the student and teacher are unable to resolve the issue together, a meeting should be scheduled with the student's parents and the teacher. Again, all parties will mutually agree on a convenient date and time.

3. Principal Meeting: If the parent-teacher meeting doesn't lead to a resolution, a meeting will be scheduled with the Principal, the student, the parent, and the teacher present. All parties will work together to find a mutually agreeable time.
4. Superintendent Meeting: If the Principal is unable to resolve the differences, the parent can request a meeting with the Superintendent. The Superintendent will determine who should be present at this meeting, and all participating parties will agree on a meeting time.

We believe these steps provide a clear and supportive process for resolving disagreements. Our focus is on collaboration and understanding, not punishment. While we encourage students to follow these procedures, we also recognize that every situation is unique. We are committed to working with students and families to find the best possible solution for everyone involved. Our priority is always the well-being and success of our students.

Sexual Harassment, Sexual Assault, and Your Rights

Sexual harassment is unwanted sexual remarks or behaviors. It can be verbal, physical, or visual. Here are a few examples of sexual harassment.

- Verbal:
 - Making sexual jokes, comments, or spreading rumors targeted at someone (in person or online)
 - Making sexual jokes or comments about students' bodies or how they look or act
 - Making jokes or comments about students' masculinity or femininity and/or who they are attracted to or love
- Physical:
 - Pulling at or touching someone's clothing in a sexual manner (like pulling down someone's pants or snapping a bra strap)
 - Touching, pinching, or grabbing someone in a sexual way
 - Brushing up against someone's body on purpose
- Visual:
 - Posting or sharing sexual comments, pictures, or videos
 - Pressuring someone to take or send sexual pictures or videos

Sexual harassment can make someone feel many emotions. You may feel scared, uncomfortable, upset, embarrassed or angry. When it comes to sexual harassment, what matters is how the action makes a person think or feel--not the intention of the person who did it.

Sexual harassment can happen anywhere or to anyone. It can take place in person or online. But no matter where sexual harassment happens, it is never OK. It is wrong and it is against the law.

Sexual assault is any sexual act that one person chooses to do to another person without consent (permission) through physical force, threats, or pressure (verbal or emotional). Sexually assaulting another person is wrong and it is against the law. In Michigan statute, this is called "Criminal Sexual Conduct."

- Consent: Consent means that each person agrees or gives permission.
 - Anyone can change their mind at any time.
 - Consent means each person understands what is going on and agrees to all of it.
 - Someone needs to get consent every single time.
 - Just because someone said "yes" before, does not mean "yes" now.
 - It is not OK to use threats, emotional pressure, or the fact that another person is drunk or high to get what you want.
 - If someone doesn't consent to sexual acts it is sexual assault.

What if this happens to me?

- It's NOT your fault! You are not alone.
- No one has the right to sexually harass or assault anyone else.

- You have the right to feel safe and respected.
- If you feel like you won't be harmed, tell them this is not okay and to stop.
- Consider telling a trusted adult if any of these behaviors happen to you. If the trusted adult is a teacher, coach, or school staff, they may have to tell someone else (like a principal, parents, etc.). If you're not sure if you are ready or want to tell a trusted adult at your school, you can talk to them without saying it happened to you ("I have a friend who...").
- If the first person isn't helpful, keep trying until you find someone who is.
- Speaking up is a brave thing to do. Don't be afraid to seek help from someone you trust.
- Resources listed below are available 24/7 to support you.
- If this happened at school: Contact your Principal and/or Title IX Coordinator.

What if this is happening to someone I know?

- Believe them! If someone tells you that someone has sexually harassed or assaulted them, know that it is very hard to tell someone about this and that person trusts and respects you enough to share this information. Let them know that what happened is not their fault and you are there to support them.
- Listen without judgment. Give them space and time to tell you what they feel comfortable sharing.
- Ask how you can support them. What you would need might differ from what your friend needs, so always ask. Let your friend decide who else can know.
- If this happened at school: Contact your Principal and/or Title IX Coordinator.

Resources

- Michigan's Sexual Assault Hotline (VOICES4)
 - Text: 866-238-1454 Call: 855-864-2374
 - Chat: <https://mcedsv.org/sexual-violence-hotline-chat/>
- Michigan's Domestic/Dating Violence Hotline (VOICEDV)
 - Text: 877-861-0222 Call: 866-864-2338
 - Chat: <https://mcedsv.org/hotline-domestic-violence/>

Legal Federal Mandate - School Title IX Coordinator (Mrs. Tonya Lowry)

If someone sexually assaulted or sexually harassed you at school or at a school event, you can choose to talk to your School District's Title IX Coordinator. Part of their responsibilities is to prevent and respond to sexual assault, sexual harassment, and discrimination based on sex and gender.

Note: If you report to a Title IX Coordinator, they are required by law to follow up and may conduct an investigation.

If you report a sexual assault or sexual harassment incident, the policies forbid someone from retaliating or doing something to get back at you. See page 5 for your school's Title IX information and other related policies

For the complete policies on sexual harassment and sexual assault please visit the district's nondiscrimination/Title IX webpage at

<https://uplift-mi.org/wp-content/uploads/2024/09/Title-IX-Info-Guide.pdf>

Nondiscrimination Statement

Uplift Michigan Online School is committed to being an inclusive educational environment regardless of a student's age, race, gender, orientation, religious affiliation, athletic ability, aptitude, and other potential factors that would impact a student's enrollment. Students are protected from forms of discrimination and harassment under Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Michigan's Elliott-Larson Civil Rights Act. Students with disabilities are further protected from discrimination under Title II of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

FERPA Annual Notification Policy

Policy: 2416 BP Section: 2000 BP - Program

STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION

Reference:99.7, 99.31

Family Educational Rights and Privacy Act ("FERPA"), 20 USC §§ 1232g, 1232h; 34 CFR §§

The Board of Directors respects the privacy rights of parents and their children. Without prior written consent of the student, (if an adult or an emancipated minor) or his/her parents (if an unemancipated minor), no student shall be required, as a part of the Academy program or the Academy's curriculum, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning the following:

- political affiliations or beliefs of the student or his/her parents;
- mental or psychological problems of the student or his/her family;
- sexual behavior or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged and analogous relationships, such as those with lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or his/her parents; or
- income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The Educational Service Provider, shall ensure that procedures are established whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

Upon request, parents shall have the right to inspect a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the Academy to the student. The parent shall have access to the survey/evaluation within a reasonable period of time after the request is received by the School Leader.

To ensure the right of parents, the Board directs the Educational Service Provider, to perform the following:

- Provide timely, written notification to parents about any surveys, analyses, or evaluations that may reveal any of the information identified in A-H above. Such notification shall inform parents about their right to inspect the survey, analysis, or evaluation prior to the initiation of the activity with students.
- Allow the parent the option of excluding their student from the activity.
- Report collected data in a summary that does not permit one to make a connection between the data and individual students or small groups of students.
- Treat information as identified in A-H above as confidential information in accordance with Policy 8350.

Upon written request, parents have the right to inspect any instructional material used as part of the educational curriculum of the student. Parents will have access to the instructional material within a reasonable period of time after the written request is received by the School Leader. The term instructional material means any learning materials provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

The Board will not allow the collection, disclosure, or use of personal information collected from

students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose).

The Educational Service Provider, shall provide notice directly to parents of students enrolled in the Academy of the substantive content of this policy, at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in this policy. In addition, the Educational Service Provider, shall notify parents of students in the Academy, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose); and
- activities involving the administration of any survey by a third party that contains one or more of the items described in A through H above.

For purposes of this policy, the term parent includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent, with whom the child lives, or other person legally responsible for the welfare of the child).

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Questions or Concerns

Communication is instrumental in success for students at Uplift Michigan Online School. Staff communication with students and families are expected to have a returned response within 24 business hours. Two consecutive staff contact attempts without a response may result in a student's courses being locked until communication is returned. All staff at Uplift Michigan Online School have the students' best interests in mind. Please be respectful in all communication. Inappropriate language, yelling or other disrespectful communications will not be tolerated.

Communications sent to staff at Uplift Michigan Online School from students and families are required to be returned by staff within 24 business hours.

Questions and concerns about a course by students and families need to follow the protocol below:

1. Course concerns need to be, first, sent to the content teacher for the specific course. Teachers have a 24 business hour turnaround for any and all communications.
2. If a response is not received within 24 hours or the issue is not resolved, contact can be made with the Advisor. The Advisor has a 24 business hour turnaround for any and all communication.
3. If no response is received within 24 business hours or the issue is not resolved, contact the school administrator with your course issue.

Questions and concerns about a course teacher or Advisor may be directed to the school administrator.