

Niles Community Schools



Niles Virtual School

2021-2022

PARENT-STUDENT HANDBOOK

DYNAMIC LEARNERS | DIVERSE OPPORTUNITIES | DRIVEN TO SUCCEED

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Welcome

On behalf of the faculty and staff, we are pleased to welcome you to the Niles Virtual School. Our primary purpose is to provide an alternative option for students and their parents that will aid in an individually designed curriculum.

Full time students and parents might choose this option to design a curriculum that will better suit their family's needs. We understand that all students learn in different ways, it is our desire to provide yet another opportunity for students to learn and reach their full potential.

We believe home-schooling and private schooling is a viable option for some students in our community and we hope our flexible schedule and minor enrollment requirements will meet the needs of those who choose this option.

We respect your choice to be the primary educator for your children. Our offer is part of Niles Community Schools' vision for: dynamic learners, diverse opportunities, driven to succeed. Extending our educational support beyond the school walls and into our community is a small part of a larger plan to develop and grow Niles into a vibrant and viable community.

This handbook is designed to inform your family regarding important school policies and procedures. We encourage you to read through the handbook carefully and refer to it as needed throughout the year. If you have further questions regarding these policies, please contact the Niles Virtual School office at (269) 262-4505. Our goal is to ensure that both you and the District benefit from your participation. Our staff stands ready to welcome your questions, concerns, or suggestions.

We sincerely wish you a successful school year.

Gail Bliss – Home School Liaison – Niles Virtual School Director

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WELCOME – Niles Virtual School Director

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SECTION 1 - Foreword

Niles Community School's Vision and Mission Statement

Niles Community Schools
Dynamic Learners * Diverse Opportunities * Driven to Succeed

Niles Community Schools inspires and prepares all learners through diverse opportunities to challenge the present and enrich the future.

Behavior Expectations Guiding Principles

I am respectful, responsible, and resilient

Dear Parents,

Welcome to Niles Community Schools. This handbook was developed to answer many of the commonly asked questions that you may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information that you should know. Become familiar with the following information and keep the handbook available for frequent reference. If any of the policies or administrative guidelines referenced in this document are revised after **June 30, 2021** the language in the most current policy or administrative guideline prevails.

The first seven sections provide general guidelines and policies that are followed within all Niles Community Schools' buildings. Section VII will provide you building specific information. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal.

Respectfully,
Your Niles Community Schools Leadership Team

Adopted by the Board of Education on May 3, 2021.

Equal Education Opportunity

Board Policy – 2266-NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
4122B - NONDISCRIMINATION AND EQUAL OPPORTUNITY/ACCESS

Title IX Coordinators & Anti-Harassment/Non-Discrimination Compliance Officers

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Directory Information

Under FERPA, the district is authorized to designate certain personally identifiable information contained in education records as “directory” information and to disclose such information without prior consent unless a student objects to such disclosure. The district designates the following personally identifiable information contained in a student’s education record as directory information: student name, address, photograph, e-mail address, telephone number, date and place of birth, major field of study, grade level, participation in officially-recognized sports and activities, weight and height of athletic team members, dates of attendance, degrees, honors and awards received, and the most recent previous school attended. Unless a parent or eligible student advises the district in writing within 20 days of receipt of this notice that s/he does not want some or all of this designated directory information released, school officials may release this information without prior consent. Written objections to the release of directory information should be submitted to the building principal.

SECTION 2 - General Information

Parent Volunteer Policy

We encourage parent participation and volunteerism in our schools so please do not be hesitant to ask to help! However, to ensure the safety of our students, the following apply to all adults who will be working with our students:

1. Volunteers, including parents, are screened through the administration of the Self Certification Statement and must complete an ICHAT before volunteering on a regular basis. These documents are available in the office.
 2. Volunteers may not begin volunteering until screening is complete and they have received an email confirmation.
 3. Volunteers must check in at the office and obtain a visitor pass.
 4. Volunteers using office machines should use them outside of teacher preparation time.
 5. All supplies needed should be requested or obtained by the teacher.
- Niles Community Schools appreciates your time and assistance.

Parents/Other Adults

Some of our virtual courses allow students to use a community expert as a learning experience. Parents or an adult representative are **required** to remain on the premises of courses taken with community experts, for students 10 years old or younger. Parent or an adult representative is required to remain on the premises for any courses where the class contains less than 2 students. Parents must establish that the instructor has their **immediate** contact information if they leave the premises, for any reason, or drop off students who are 11 years of age or older.

Parent Participation

Parent organizations and advisory groups are important to our school improvement processes. Input and review of the following are required on an annual basis:

- School Improvement Plan
- Title 1 School Wide Program
- Curriculum and Assessment
- Health and Nutrition
- Parent and Child Needs in the Community
- School/ Home Communication

Please contact your child’s school if you would like to participate.

Visitor and Volunteer Expectations

- Always sign in and wear a name tag; sign out when you leave.
- Weapons are prohibited from school property
- Appropriate attire must be worn. Please know that you are a role model to our children. See Dress Code on p.15.
- No profanity written on clothing.
- Shorts or skirts need to be at an appropriate length.
- No pajamas.
- Any rips in clothing must not be revealing.
- Appropriate language must be used in the building.
- Have your cell phone on vibrate and limit the use so that your attention is on the children.
- Pre-approval of siblings joining your volunteer time is expected.
- No smoking or tobacco use on school property.
- Have a great time, enjoy the students and share your positive attitude!

Injury and Illness

While we make all attempts to ensure the safety of your child while in our care, occasionally accidents happen. Should your child require immediate medical attention, all attempts will be made to notify you via phone or one of your emergency contact persons prior to transporting your child to the closest and most appropriate facility.

Following are two ways we teach our students to cover a cough (or sneeze) which will help reduce the spread of germs: 1) cough into a tissue and 2) cough into your upper sleeve or elbow. You could help by encouraging this at home as well.

For your child's well-being and to prevent the spread of communicable diseases, please do not send your child to the school lab or a community expert experience if (s)he has one or more of the following symptoms:

- Fever (within the past 24hours)
- Vomiting (within the past 24hours)
- Diarrhea (within the past 24hours)
- Heavy nasal discharge (especially green or yellow)
- Reddened eyes and/or discharge
- Persistent cough
- An unidentified rash

Symptoms of Other Communicable Diseases:

Chickenpox (Varicella)	Exclude until lesions are dry and crusted.
Conjunctivitis (Pink Eye)	Exclude until 24 hours of treatment or symptoms are resolved.
COVID-19	Excluded following current health department guidelines
Diarrhea: Non specific, Rota-virus and most Salmonella	Exclude when diarrhea cannot be contained or presence of fever.
Salmonella Typhi	Exclusion until permission from the health department to return.
Shigella	Exclusion until permission from the health department to return.

Fifth Disease (erythema infectiosum)	Exclusion not required.
Hand-Foot-Mouth Disease	Exclusion not required.
Hepatitis	Until approved by health care provider
Impetigo*	Exclude until 24 hours of antibiotic treatment.
Lice	Exclude following school policy. (see below)
Mononucleosis	Exclusion not required.
Pertussis (whooping cough)	After (5) days of treatment
Ringworm*	Exclusion not required. (should be treated)
Scabies*	Until treated
Strep Throat	After 24 hours of treatment
Tuberculosis	Until Physician's advice
Upper Respiratory Infection	When fever is gone
IF YOUR CHILD IS BEING TREATED FOR ANY COMMUNICABLE DISEASE, PLEASE INFORM THE SCHOOL OFFICE IMMEDIATELY.	

Control of Non-Casual-Contact Communicable Diseases

see Board Policy [8453 - DIRECT CONTACT COMMUNICABLE DISEASES](#)

Head Lice-school policy

If a child is found with head lice, the parent will be called to come pick up his/her child. An informational handout is given to the parent on how to treat the lice and information on re-entry back into school.

Before a child can return to the classroom or community expert location, he/she must be lice/nit free. The parent will bring him/her to the office or designated staff member to be checked.

If a bed bug is found in a classroom, parents of students in the classroom will be notified, the classroom will be inspected and licensed pest control specialists will treat the classroom.

Immunizations

Full Time students MUST be current with all immunizations required by law or have an authorized waiver from State immunization requirements. Any questions about immunizations or waivers should be directed to the building secretary.

Shared Time students are not required to submit immunization records, as our program is a virtual program. Shared Time student records are maintained with their home school.

Use of Medications

A Doctor must complete and sign the Medication Permission and Instruction form available in the school office for prescription medication required during school hours (or use the link below), if a student is in the building. The doctor should be very specific about instructions for administration of medication. "As needed" is NOT specific enough. Medicine CAN NOT be dispensed without

required forms.

<http://www.neola.com/niles-mi/orForm> [5330f1](#)

Prescription medication MUST be in its original container labeled with a date, the child's name, and the exact dosage.

Medication should never be transported to and from school by the child. An adult must bring the medication, along with the completed permission/instruction form directly to the school office.

Children with ASTHMA must have an "asthma action plan" on file, signed by a physician.

<http://www.neola.com/niles-mi/or Form5330f1c>

Children with DIABETES must have a "diabetes action plan" on file, signed by a physician.

<http://www.neola.com/niles-mi/or Form 5330f1c>

Blood/Bodily Fluids

We have special policies to follow when a child has been bleeding or has any bodily fluids on his/her clothing. ***Bodily fluids are vomit, diarrhea and blood.* Michigan law requires that a child that has bodily fluids on his/her clothing cannot be exposed to other children. The home will be contacted for a change of clothes, if one has not been provided.

Control of Blood-Borne Pathogens

8453.01 - CONTROL OF BLOOD-BORNE PATHOGENS

Individuals with Disabilities

see Board Policy 2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

[Notice of Non-Discrimination](#)

Limited English Proficiency

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra- curricular programs of the District. Those students identified, as having limited English proficiency, will be provided additional support and instruction to assist them in gaining English proficiency.

Transfer Out of the District & Withdrawal

Parents must notify the office or enrollment secretary about plans to transfer their child to another school, to homeschool or to private school. School officials, when transferring student records, are required to transmit disciplinary records including suspension and expulsion actions of the student.

Intradistrict Transfers

Parents may apply for intradistrict transfers prior to the start of each school year. An intradistrict transfer is when parents/guardians wish to enroll their student(s) at a school other than the designated school that is in their attendance area within Niles Community Schools. Transportation to and from the school must be provided by the parents/guardians. Applications are emailed to parents after the enrollment process is complete.

Student Records

See Board Policy [8330 - STUDENT RECORDS](#)

Student Information Updates

We ask you to keep our staff informed of any new or ongoing changes of address, phone numbers, those responsible for picking up your child, and health concerns that may arise during the year.

Food Services

The Board believes the development of healthy behaviors and habits with regard to eating cannot be accomplished by the District alone. The school participates in the National School Lunch Program and makes lunches available to students for a fee. Universal breakfast is free to ALL students and served each morning.

For an application for Free & Reduced service please access the Niles Community Schools Website at www.nilesschools.org >Family & Students > How Do I? > apply for free and reduced meals? Universal breakfast is free to ALL students and served each morning. Teachers will work with parents in developing a snack program for children during the day. Lunch can be purchased at the following prices:

Lunch Cost \$2.55 Reduced Cost: \$.40
Milk \$.45

All menus and prices can be found online at: <https://nilesschools.nutrislice.com/>

Payment Information: Weekly payment is encouraged. Payment should be in an envelope with the following: child's name, teacher's name & date (s) of payment. Specify lunch or milk payment. All checks should be made out to Niles Community Schools. After 3 days of non-payment you will receive a note home.

To set up an account, please go

to <https://www.sendmoneytoschool.com/Dashboard/Login.aspx?ReturnUrl=%2f>

Parents will need their student's ID number to access this function.

Emergencies in Niles School District Buildings When First Responders Are Involved

Unfortunately, emergencies do occur from time-to-time in our schools and in the community that could result in a lockdown or other action. During such matters, the safety and well-being of our students, employees and staff is our primary concern. Calling the school during an emergency may result in busy signals as the lines will most likely be tied up with first responders. While we value informing parents of any emergency as soon as possible, our first responders strongly request that we not release any public statement until they have an opportunity to assess the entire situation. This serves two primary purposes:

- 1) It allows all our people to work with the first responders to ensure the safety of our students and

employees and

2) In the early stages of the emergency we may not have all of the necessary facts to share with you and we do not want to release misinformation. In this day of social media and cell phones, we realize you may hear about an event before you hear from us. Unfortunately, we can't control the dissemination of all information. However, we have extensive plans in place, work very closely with our first responders, and always put safety first. In consultation with emergency personnel, we will provide parents with accurate information as soon as possible.

Emergency Operating Procedures – Niles District Buildings

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Tornado drills will be conducted during the tornado season using the procedures provided by the State. Lock down drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of two (2) times each school year. The schools have specific procedures outlined and on file for additional emergencies.

Emergency Closings and Delays

During inclement weather, please listen to your radio or TV for school closings or shortened days. The following stations will be notified and some or all of them will broadcast the information, depending on the time school officials make the decision:

ABC57

WNDU

WSBT

Emergency School Closings may or may not apply to you. Niles School District uses PowerSchool to notify their students of closings and special events. You will be notified through Go Sign Me Up. Full time students may be notified through both PowerSchool and Go Sign Me Up. If you are taking a “Seated” class or your Community Expert resource takes place in a District building, your class will be cancelled if Niles Community Schools cancels the school day or afternoon activities. Some CE Instructors use the same criteria for their class cancellations. Please consult with all your instructors to determine their policy. If a teacher cancels class for other reasons, they will notify you by email so please check your emails regularly or email your instructor if there is any question. Your safety is most important, if you determine driving conditions are hazardous; please feel free to stay home if class is not cancelled. Please notify the instructor you will not be attending if this situation arises.

Preparedness for Toxic and Asbestos Hazards

[Asbestos Hazard Emergency Response Act \(AHERA\) Notification Requirements](#)

Complaint Processes

If you are unable to resolve your concern or question after consulting with the teacher, you should schedule an appointment with the director. If you are unable to resolve your concern or question after your appointment with the director, you can call the principal’s office and leave a message with the secretary “*that you would like to speak with or schedule an appointment with the principal.*” . If you are unable to resolve your concern or question after your appointment with the principal, you can call the superintendent’s office and your complaint will be forwarded to the appropriate official. If your complaint is still unresolved after working with the appropriate official, you have the right to a hearing in front of the Board.

Parental Grievance Process

See Board Policy [9130 - PUBLIC COMPLAINTS](#)

SECTION 3 – Academics

Curriculum

Full Time – Full time students are students who choose to use the Niles Virtual School for all their essential and non-essential courses. Student curriculum may consist of vendor provided curriculum and Niles District Highly Qualified Teacher created curriculum. Some non-essential courses will offer the ability to engage in a real-time hands-on opportunity with a community expert, vetted and pre-approved.

Shared Time – Shared time students are students who are home-schooled or attend private/nonpublic schools. These students are permitted to only take non-essential courses through Niles Community Schools. At least 51% of their instruction, including their essential instruction is conducted in their home/private/non-public schools. Student curriculum may consist of vendor provided curriculum and Niles District Highly Qualified Teacher created curriculum. Some non-essential courses will offer the ability to engage in a real-time hands-on opportunity with a community expert, vetted and pre-approved.

Community experts are required to sign a memo of understanding and undergo a Live Scan fingerprint background check. While not necessarily Michigan Certified, they must provide proof of expertise. These experiences are optional and not required.

Our Course Catalog may be referenced on the District website.

Review of Instructional Materials and Activities

Parents have the right to review any instructional materials being used in the school; they also may observe instruction in any class. Any parent who wishes to review materials or observe instruction must contact the principal prior to coming to the school. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

Field Trips – If Conducted

Field trips, if conducted, are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular and extracurricular program. A student's disruptive behavior will be taken into consideration for a student to participate. No student may participate in any Niles Virtual School-sponsored trip without a parent/guardian or parent approved adult present, unless special circumstances dictate in which case parental written consent is required.

See Routine Transportation sign off (section VIII)

Grades

Each virtual course has a standard grading procedure; refer to each course for a detailed description of your child's measure of their achievement. Parents and students are encouraged to check academic progress through PowerSchool, Canvas or other Learning Management System, depending on the course. These are services to parents which allow them to monitor how their child is doing. Login information will be given to parents at the beginning of the school year. If you have not received your

login information, please contact the Virtual School Director.

Grading Scale: Pass/Fail

Non-essential courses created by Niles Virtual School Instructors will be graded on a pass/fail basis. Passing it demonstrated by mastering at least 60% of assignments provided.

Grading Scale: Letter Grades

All essential courses and some non-essential courses will receive letter grades.

A = 90-100

B = 89-80

C = 79-70

D = 69-60

F = 59-below

Parent Teacher Conferences – Full Time Students Only

Parents will be continually informed on student progress throughout the year. However, two times a year, parent teacher conferences are held, for full time students, to help us foster family involvement by building a relationship with you, learning more about your expectations for your child and discussing how we can work together to help your child be successful. You may also request a parent teacher conference any time throughout the year.

Title I – Full Time Students Only

We receive Title I federal funds to assist us with providing quality programming for our students.

Please accept this is as your notification that:

You have the right to request specific information about the professional qualifications of your child's classroom teacher and about any paraprofessional (instructional assistant) who provides Title I services to your child. You may request this information from: Dr. Ann Bingham, Director of Curriculum, Niles Community Schools, 1 Tyler Street, Niles, MI 49120

If your child has been assigned a teacher who does not meet applicable State certification or licensure requirements, you will be notified in writing if that teacher has taught your child for more than four consecutive weeks. In this situation, notification will be made no later than the end of the fourth consecutive week and will be provided to you in an understandable format and, to the extent practical, in a language that you can understand.

Federal regulations require that each district adopt procedures for receiving and resolving disputes pertaining to the Title I program. Please contact the Niles Community Schools Curriculum Office at 269-683-0736 for further information regarding the district's disputes resolution policy.

See School Compact (section VIII)

Student Assistance Team Process

Our primary goal is to develop successful students in academic and behavioral areas. If your child is having significant learning or behavioral problems, the general education teacher will have been in touch with you, and together you have probably worked on possible solutions for your child's success. If

continued support is needed, a Student Assistance Team (SAT) is activated. This team is composed of multiple educators and educational support personnel; it is an “in house” problem solving team to help students be successful. If at any time you are concerned about your child’s progress, please begin discussion with his or her teacher, and you are always welcome to bring your concern to the principal.

Scheduling and Assignment

Full Time Students - The coordinator, in conjunction with the parents, will assign each student to the appropriate virtual courses. Any questions or concerns about the assignment should be discussed with the principal. Final right of assignment lies with the principal or their designee.

Shared Time Students - The parents will select the courses for their students in Go Sign Me Up. This is a course registration program that only contains non-essential courses permitted to shared time students. Any questions or concerns should be discussed with the Director. Final right of assignment lies with the principal or their designee.

Promotion, Placement, and Retention

Promotion to the next level is based on the following criteria and is determined through collaboration with families. Final right of assignment lies with the principal or their designee.

- Current level of achievement
- Potential for success at the next level
- Emotional, physical, and/or social maturity

SECTION 4 – Student Conduct

Attendance

The Board of Education, as an agency of the State, is required to enforce the regular attendance of students. The Board recognizes that the presence in the classroom enables the student to participate in instruction, class discussions, and other essential learning activities. As such, regular attendance and classroom participation are integral to instilling incentives for the student to excel. Regular attendance, for Niles Virtual School courses, means regularly logging in and completing assignments. Assignments have due dates and close dates. Once assignments are closed, you cannot complete them. It is essential you manage your time wisely and complete assignments on or before their deadlines. Logging into your courses begins the first official date of the school year.

You will be provided with weekly two-way communication opportunities with a mentor. This provision is another way to engage in regular attendance virtually. These sessions are designed to motivate, remind and provide you with a resource to aid you in successful learning.

On Count Day, you must complete an assignment in each of your courses. If you do not, you will be required to complete 4 consecutive weeks of two-way communication. It is essential that you complete the minimum attendance requirements. It is essential that you complete the minimum attendance requirements. Neglecting to do so will result in not receiving funding for that course. This program thrives on the funding received from the State of Michigan. You will be asked to reimburse the District for any expenses incurred due to not meeting those minimum requirements.

Dress Code – Applies to any community resource course, course taken in a District building, lab, or field trip.

To minimize disturbances to the educational environment and to ensure a safe and secure learning environment, the following guidelines will be used by building principals to determine what action will be taken relative to student dress:

1. Clothing, patches, buttons, jewelry, bags and any other personal items should be appropriate, neat and clean. Any item containing or depicting obscenity, profanity, weapons, offensive messages of race and religion, ads for illegal substances or symbols found to be disruptive to the educational environment, including but not limited to the Confederate flag or swastika, are not acceptable.
2. Jewelry or body adornments determined to be disruptive or dangerous, are not allowed. Any accessories such as chains, spikes or jewelry that could be detrimental to the safety and/or welfare of other persons will not be permitted.
3. Revealing, sheer, and/or low-cut clothing will not be allowed. All shirts, tank tops, and/or blouses must cover a minimum of half of each shoulder and the entire torso. Shirts such as tank tops, camis, undershirts, and mesh shirts cannot expose the bare midriff.
4. Hats, sunglasses, hoods, winter scarves, bandanas, headbands, and other headgear may not be worn inside the building.
5. Shorts and skirts must extend past the student's fingertips when the student's arms are extended by his/her legs.
6. Significantly torn or altered clothes (with primary focus on holes or tears above the knees) are not allowed if skin is exposed at or above a similar level as stated in #5 or as described in #3.
7. Yoga pants or leggings may only be worn when covered by a shirt, blouse, sweater, skirt, etc., but must extend to a similar level as shorts and skirts (see #5). Sagging pants riding below the waist that may expose skin or any garment worn under the pants are not allowed. Pants made with flannel or fleeces that are considered "pajama bottoms" are not permitted.
8. Coats or lined jackets are to be left in lockers, not worn to class.
9. Book bags, backpacks, duffels, and purses are to be left in lockers except for use in gym class only.
10. Excessive makeup, costumes, or accessories that are distracting to instruction are not allowed.
11. Failure to wear/use required personal protection equipment due to a pandemic situation may result in a dress code violation.
12. Any other item or appearance deemed inappropriate by administration.

When appropriate, students violating the dress code will be allowed to call home to request suitable clothing. Staff may also be able to offer temporary garments. Any student refusing to comply with the dress code may be suspended.

Code of Conduct

The Board of Education of the Niles Community School District, as both an employer and a public-school district, is concerned with and interested in protecting the health, safety, and welfare of students, employees, and visitors. The Board recognizes that school buildings, facilities, vehicles, grounds, and other school property are best utilized in the educational process in the absence of threats to physical and emotional well-being and safety.

The primary objective of requiring appropriate student behavior and self-discipline is to produce a positive and safe learning atmosphere in which there will be no interruption of the teaching-learning environment. All students will assume personal responsibility for their behavior and actions, develop appropriate self-control, exhibit self-discipline, and accept the responsibility and consequences of any inappropriate behavior. To accomplish this objective requires a cooperative effort from students, staff,

and parents.

The responsibility to implement the Code of Conduct rests with the building principal.
All students shall:

- A. Respect the educational process through the display of appropriate language, attitude, and physical behavior.
- B. Respect and honor the rights of other students to learn in an environment free of intimidation or harassment.
- C. Maintain satisfactory attendance.
- D. Comply with the dress code.

Consequences and interventions for noncompliance for the above expectations shall include, but not be limited to the list below. The severity or the repetitive nature of a student's behavior will be given consideration when determining appropriate consequences.

- A. Community or school service
- B. Detention
- C. Denial of participation in school activities
- D. Denial of privileges
- E. Intervention by professional school staff
- F. Parent contact or conference
- G. Referral to an administrative panel
- H. Referral to appropriate law enforcement or another governmental agency
- I. School probation
- J. Warnings
- K. Peer mediation
- L. Participation in restorative justice practices

The severity or the repetitive nature of a student's behavior will be given consideration when determining appropriate consequences.

The following behaviors will be considered unacceptable by Niles Community Schools and a violation of the School Code of Conduct which will result in suspension and an administrative hearing.

- A. Any purposeful action toward another student that results in serious and observable injury requiring medical attention.
- B. Use or possession of a weapon, explosive, look-alike weapon, or anything that is used as a weapon.
- C. Possession of any drug or look-alike drug (includes alcohol and tobacco).
- D. Use, or being under the influence, of drugs or alcohol.
- E. Intentionally causing, or attempting to cause, physical harm to any school staff or school representative through force or violence.
- F. Verbal assault against any school staff or school representative. (Any intentional threat or offer to do bodily injury to another by force, under circumstances which create a well-founded fear of actual harm, coupled with the apparent ability to carry out the act if not prevented.)
- G. Acts of arson, bomb threats, false fire alarms, or any serious threat to school property or activities.
- H. Willful destruction of school property (in excess of \$200).

- I. Acts of stalking (repeated or continuing harassment of another individual that causes a reasonable person to feel terrorized, frightened, intimidated, threatened, harassed, or molested).

A violation of the Niles Community Schools Code of Conduct will result in the following sequence of events:

- A. The student shall be suspended from school.
- B. The building principal will convene an administrative panel composed of three administrators.
- C. The student and his/her parents will be informed of the time, place, and purpose of the administrative hearing.
- D. At the hearing, all parties will present information and arguments pertinent to the case. School officials and the student may invite other individuals to testify at the hearing.
- E. After the panel has heard all the parties, they will excuse the student and parents to determine a recommendation for the Board of Education.
- F. The recommendation will include the offense and recommended disciplinary actions. If expulsion is recommended, the panel will also outline the conditions for acceptance back into the Niles Community Schools.

Revised 10/18/93, Revised 1/16/95, Revised 2/20/95, Revised 4/17/00, Revised 1/25/08

Bullying and Other Aggressive Behavior Toward Students

Bullying is defined as repeated, persistent, harmful behavior, where an imbalance of power exists, intended to cause fear, distress, or harm to another person's body, emotions, self-esteem or reputation, that substantially interferes with a student's ability to benefit from the educational environment. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another with less power. Bullying is unjustified and typically repeated. Bullying/Harassment of students is prohibited and will not be tolerated. Any student that believes she/he has been/or is the victim of harassment should immediately report the situation to the teacher, the principal or assistant principal, or may report it directly to the Superintendent at 269-683-0736. All reports of bullying will be investigated. Consequences for bullying will range from a warning to expulsion, depending on the severity and number of previous offenses.

The District shall provide, all administrators, school employees, contracted employees and volunteers who have significant contact with students will undertake annual training on preventing, identifying, responding to, and reporting incidents of bullying and other aggressive behavior.

See Board Policy [5517.01 - BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS](#)

OK2SAY

The goal of OK2SAY is an anonymous hotline that students, staff and community members can use to report, and help stop harmful behavior. The goal of OK2SAY is to stop these behaviors before they occur by encouraging anyone to report threatening behavior to caring adult authorities who can help. OK2SAY encourages Michigan residents to confidentially submit tips 24/7 using the OK2SAY mobile app, online, email, texting, or by calling trained program technicians. Upon receipt of a tip, specially trained OK2SAY technicians address the immediate need and forward the

information to the appropriate responding law enforcement agency or organization. Tips go to schools, local law enforcement agencies, community mental health agencies or the Michigan Department of Health and Human Services.

Search and Seizure

See Board Policy [5771 - SEARCH AND SEIZURE](#)

Acceptable Use of Technology/Technology Agreement Form

Virtual students are entitled to District provided computers and internet. If students are issued school technology, students and parents will be required to read the Acceptable Use of Technology and sign a Technology Agreement Form before said technology is issued.

Acceptable Use of Technology

Niles Community Schools (NCS, or Schools) strongly promotes the use of electronic information technologies in educational endeavors. Schools provide access to information resources in a variety of electronic formats, which allows students to access resources, communicate in a technologically rich environment, make informed choices, and become self-directed, responsible, and accountable life-long learners.

Definitions (Information Resources)

Network includes, but is not limited to, all voice, video and data systems.

Equipment includes, but is not limited to, network infrastructure, computers, disk drives, keyboard & mice, multi- function photocopiers, printers, scanners, video and audio players/recorders, cameras, and telecommunications.

Software includes, but is not limited to, local applications (code, script, or service), network applications (code, script, or service), audio/video/media programs, and print/fax processing.

Materials include, but are not limited to, files, pictures/images (still or motion), sounds, and text or dialogue (in any language).

The *Internet* is a global network connecting millions of computers. More than 100 countries are linked together through the exchange of data, news and opinions.

The purpose of this document is to identify and communicate standards that will assist in ensuring students benefit from their use of the Schools' network and the Internet.

The Internet allows for the exchange of information and ideas on a wide range of subject matter. With access to computers and people all over the world, there also comes the availability of materials that may not be considered an educational value in the context of the school setting.

While NCS implements Internet filtering, it is impossible to control all materials on a global network. As such, students may encounter materials that are personally considered obscene, abusive, or otherwise offensive. NCS firmly believes that information and the interaction available

through the network outweighs the risk that students may access materials that are not consistent with the educational goals of NCS.

Use of the NCS Network

Use is ultimately governed or supported by Board Policies:

[7540 - TECHNOLOGY](#)

[7540.03 - STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY](#)

[7542 - ACCESS TO DISTRICT TECHNOLOGY RESOURCES AND/OR INFORMATION RESOURCES FROM PERSONAL COMMUNICATION DEVICES](#)

[5136 - PERSONAL COMMUNICATION DEVICES](#)

[5500 - CODE OF CONDUCT](#)

[5513 - CARE OF DISTRICT PROPERTY](#)

[5517 - ANTI-HARASSMENT](#)

[5517.01 - BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS](#)

[5600 - STUDENT DISCIPLINE](#)

The use of Niles Community Schools' network is a privilege, not a right. Students who fail to comply with district policies and guidelines while using the network may lose the privilege to access the network. Students may also lose the privilege to use equipment provided by the school or to bring their own computerized devices to school. Additionally, students may be subject to other disciplinary action or financial liability as appropriate based upon the nature and severity of the violation.

All students who are granted access to Internet resources through NCS, whether on or off of district property, will have read, signed and accepted the Student Acceptable Use Policy agreement. This will typically occur as a function of the Student Handbook process. NCS will revoke network and Internet access to any student who does not have a properly signed agreement on file with the school they attend. In the case of students under the age of 18, parental consent and signatures will be required before access will be granted.

All account holders ("users") of the NCS network will be granted access to select services the network offers based on grade-level and curriculum needs. Students who are currently enrolled in the district may be granted an individual network account or access to a shared account following agreement to the terms and conditions of this policy.

All accounts, software and materials created or stored on NCS equipment or within the NCS network are the property of Niles Community Schools. Users should have no expectation of privacy regarding documents, files, e-mail or other media created or stored using district technology and should understand that all items may be reviewed at any time without knowledge or consent of the user.

General Rules

The scope of this agreement extends to all NCS network, equipment, software and materials whether being used on or off of the district's property. Furthermore, the user(s) of technology:

Should have appropriate experience or instruction before using the technology.

Are to use the network, software and materials during instructional time only for facilitating learning and enhancing educational information exchange consistent with the purposes of NCS.

Are responsible for the reasonable care of technology, including hardware and software while in their possession or while they are using it. Failure to maintain reasonable care may result in a financial liability to the student or student's parent/guardian.

Will report any damage or problems with equipment, software or materials immediately upon discovery to the teacher or building principal.

Are responsible for the security of their account. Passwords should be considered confidential and not shared with anyone else.

Are discouraged from leaving their account logged in and unattended.

Are expected to have all media (e.g. CD/DVD, USB drives) scanned for contamination which might endanger the integrity of the district's network, equipment or software before they are used.

Shall adhere to specific rules established for the use of network, equipment and software in building media centers/labs.

Acceptable Uses

Technology may be used ...

to further instructional goals and mission of the district;

in the creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research;

to participate in video conferencing, weblogs, wikis, bulletin boards and groups with the creation of content for podcasts and webpages that support education and research or to enhance educational information exchange;

with parental consent, for online publication of original educational material, curriculum related materials and student work.

Unacceptable Uses

To attempt or ...

Cheat, plagiarize, or in any way violate Niles Community Schools' Code of Conduct;

Violate copyright, or use another person's intellectual property without his/her prior approval or proper citations;

Knowingly access, possess, share, upload, download or distribute pornographic, obscene, or sexually explicit materials;

Annoy, harass, discriminate, intimidate, or threaten any person or organization;

Vandalize, deface, damage, or disable the property of another person, organization or district;

Endanger the integrity of a computer on the district network or the data stored on the network or Internet, including introduction of malicious software (e.g. viruses, worms, trojan horses, etc);

Circumvent the district's Internet security measures and/or filters;

Log on to the network using another person or group's name and password or to otherwise misuse a name or password;
Access or manipulate another person's network, equipment or materials, without the implied or direct permission of that person;
Falsely represent oneself in any network communication;
Transmit information that is false or defamatory or violates the privacy of another person;
Transmit unsolicited emails (e.g., chain letter emails, spamming emails) to any of the district's' distribution lists without permission of a teacher or administrator;
Utilize peer-to-peer file-sharing applications or Internet social media without authorization of a teacher or administrator;
Play, download or install games, entertainment software, or copyrighted material without permission of a teacher or administrator;
Remove, disable or modify any district installed software;
Engage in commercial (private or for-profit) activity, product advertisement, or political lobbying;
Interfere with the authorized investigation or lawful activities of any person, business, or organization in any manner;
Violate any local, state or federal statute, or any rule, regulation, or policy of the Niles Community Schools.

In accordance with its obligations under the Children's Internet Protection Act, NCS has undertaken efforts to educate students about appropriate online behavior, including cyber bullying awareness and interactions with individuals on social networking websites.

During classroom activities, the classroom educator/teacher/facilitator will supervise student internet use in a manner that is consistent with the educational objectives of the district and this policy.

Student Responsibilities

Use of the Internet by students must be in support of education and research and must be consistent with the educational objectives of the corporation.

Network etiquette expects that the student abides by the following guidelines. These guidelines include, but are not limited to:

Students are expected to be courteous and respectful. The use of vulgar, obscene, lewd, and otherwise inappropriate language is prohibited. Students shall not engage in cyberbullying. While the Internet itself has virtually boundless resources, the availability of local communication and storage resources is limited. Since list servers and mail servers can generate a significant amount of data to be stored, students are expected to "clean up" their files or mailboxes at appropriate times so as to not create a storage problem on the host server.

All communications and materials obtained via the network or the Internet should be assumed to be intellectual property subject to federal copyright law.

Any attempt to compromise network security is prohibited. Any student identifying a possible

breach in security must notify a school administrator, teacher or the district's Technology Director.

If a student is uncomfortable or feels harassed, intimidated, or threatened by information or materials that s/he receives over the Internet, s/he should tell a teacher, principal, or other school administrator immediately. Likewise, if a student is asked by another Internet user to stop emailing or contacting them, the student must stop all contact immediately.

If a student inadvertently identifies or is presented with inappropriate materials on the Internet while doing legitimate research, the student is expected to notify the teacher, principal, or other Schools' administrator.

Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media.

Laptops and Personal Computing Devices

Assignment of District-Owned technology [1-to-1] (Care of District Property):

Students or their parents/guardians are responsible for the proper care of technology equipment at all times, whether on or off district property, including any costs associated with repairing or replacing the equipment if a student is deemed negligent of reasonable care. Purchase of optional insurance is recommended.

Checkout of technology for non-classroom use must be in accordance with building and Board Policy (Lending of District-Owned Equipment):

Students or their parents/guardians are responsible for the proper care of technology equipment at all times, whether on or off district property, including any costs associated with repairing or replacing the equipment if a student is deemed negligent of reasonable care. Check with your home insurance carrier for applicable coverage.

Use of personal computing devices must be in accordance with Board Policy (Personal Communication Devices):

Additional Guidelines for Use :

Personal computers and other personal communication devices in use on the NCS network are subject to inspection by a teacher or administrator at any time.

Students may only use personal laptops or other personal communication devices in accordance with NCS' Acceptable Use Policy and applicable Board Policy.

Restrictions and Disclaimers

NCS accepts no responsibility or financial liability for personal laptops or other personal communication devices that are brought to school by students.

Personal computers or other personal communication devices that are lost, stolen, or damaged are the responsibility of the student and his/her parents/guardians, regardless of how the loss,

theft, or damage occurs.

Students are advised to take steps to guard against damage, loss, or theft, including the optional purchase of appropriate insurance.

The district's technology department will not provide technical support for any personal laptop or other personal communication device.

Students and his/her parents are responsible for compensating the Niles Community Schools for any losses, costs or damages incurred by the school district for violations of Board Policies/Administrative Guidelines and school rules while the student is using district technology, network, equipment or software, including the cost of investigating such violations. The district assumes no responsibility for any unauthorized charges or costs incurred by a student while using equipment or 3rd-party Computer Services. The student and his/her parents/guardians are similarly responsible if the student takes any action with network, equipment or software that has the purpose or effect of voiding any warranty in effect covering such equipment or of providing students access to software that are available other than at the software source authorized for use by the district.

Consequences of Inappropriate Use of Technology, Computer(s) and the Network

The building administrator will determine inappropriate use based on this Acceptable Use Policy. Their decision is final. The building administrator may close an account at any time. Any person who does not comply with the Acceptability Use Policy may lose or have restricted privileges of use. Repeated or severe infractions of the policy may result in permanent termination of privileges.

Users violating any of these rights and responsibilities may face additional disciplinary action deemed appropriate in keeping with policies as stated in the student code of conduct, student handbook or policies of The Board of Education.

SECTION 5 – Transportation

The District does not provide transportation for this program. Parents are responsible to provide transportation to any optional community expert chosen. If students choose to use a District computer lab, parents are responsible for providing transportation to and from lab appointments.

Some field trips may provide transportation. If transportation is provided, parents or a parent approved adult must accompany the student. No siblings or other non-adults, not enrolled in Niles Community School, may ride on field trips provided transportation.

First Student

Together First Student and the Niles Community Schools have developed standards of student conduct that we believe will assure each child a safe bus ride each day. The following provides guidelines on acceptable and unacceptable behavior and possible disciplinary actions:

School Bus Rules and Regulations

1. Students must listen to the driver and follow the driver's directions. The driver has the authority of a classroom teacher.
2. Students are to conduct themselves on the bus in such a way that will not distract the driver. Distracting the driver puts everyone on the bus at risk.
3. If crossing the street to board the bus, students **MUST** look both left and right for cars, make sure the **RED** lights are flashing, and wait for the driver's **signal to cross**. Always cross the street in **FRONT** of the bus.
4. Before boarding and after exiting the bus, students must keep a safe distance from the bus. Keep at least 10 FEET away from the bus.
5. Students are to enter the bus promptly, immediately take their seats, and remain in their assigned seat whenever the bus is moving.
6. Students must **always remain properly seated** . (Back to Back; Bottom to Bottom; Book bag on the lap)
7. Outside of ordinary conversation in a normal tone, classroom conduct is to be observed when on the bus. The driver has authority to prohibit any conversation.
8. Students are not to touch the emergency equipment on the bus (emergency doors, windows, roof hatches, body fluid/first aid kits, 2-way radios, etc.) except as directed by the driver or during an actual emergency.
9. The bus windows should not be opened without permission from the driver.
10. Students are to keep all body parts inside the bus. (Hands, arms, head, hair, etc.)
11. Students are to keep **their hands and feet** to themselves. (No fighting; horseplay poking or pinching)
12. Students are not to eat or drink while on the bus.
13. No spraying of colognes, perfume or body sprays while on the bus.
14. Students are not to throw objects of **any kind** either inside the bus, out of the bus, or around the bus.
15. Students should help keep the bus clean, sanitary, and orderly. They must not damage or abuse bus seats or equipment.
16. Students are **not** to use abusive language or profanity, obscene or rude gestures, or spit while on the bus.
17. Students may **not** bring large musical instruments, any animals, balloons, glass containers or objects, or large school projects onto the bus unless this has been prearranged.
18. Students are not to leave the bus without the driver's permission, except on arrival at their assigned bus stop or at their assigned school.
19. No parents, grandparents or guardians are allowed on buses, without permission or prior approval has been received by Niles Community Schools and First Student.
20. Student are prohibited from using WCD's to capture, record or transmit the words (i.e. audio) and or images (i.e. picture/videos) of any student, staff members or bus driver/aide.
21. By riding the bus, it is implied that all students and parents understand these rules and will abide by them. Stating that they did not know the rules does not excuse a student from misbehavior or infractions of the rules.

STUDENTS MUST RIDE THEIR ASSIGNED BUS TO AND FROM THEIR ASSIGNED STOP. SWITCHING BUSES FOR ANY REASON IS STRICTLY PROHIBITED UNLESS A BUS PASS IS ISSUED BY SCHOOL OFFICE.

Following the Bus Safety Rules and Regulations will ensure safety, prompt arrivals and departures of buses, and positive attitudes on the part of students. Violations of these rules may result in the suspension

of bus privileges. Please review this information with your child to help him/her understand what is expected of them while riding a school bus. We take the safety of your children very seriously. A key part of that is to establish a safe and pleasant environment on the bus to and from school.

Please review this information with your child to help him/her understand what is expected of them while riding a school bus. We take the safety of your children very seriously. A key part of that is to establish a safe and pleasant environment on the bus to and from school.

Conduct and Discipline

Students are expected to behave in a respectful manner toward the driver and other students while waiting for and riding the bus. Fighting, bullying, bickering, horseplay and boisterous activities are not allowed. Drivers will try to prevent and resolve behavior problems as they arise by working directly with students. In cases of repeated misbehavior or serious misconduct the driver may issue a misconduct report to be taken to the parent/guardian. The misconduct report will contain a brief description of the inappropriate behavior. Please take this opportunity to discuss the inappropriate behavior with your child. Please sign and return the misconduct report to the driver with your child. If you have questions or concerns about the misconduct report, please contact either the Manager or Supervisor at the Transportation Office at 269-684-1420.

The Niles Community Schools have adopted a District Code of Conduct which applies to all students at school, involved in school activities and on the buses. If you have questions regarding transportation, please contact the Niles Virtual School Principal or Director.

SECTION 6 – Niles Community Schools Board Policy

Niles Community Schools' Board Policy

can be viewed at: <https://go.boarddocs.com/mi/nile/Board.nsf/Public#>

Direct links to Board Policies families may find relevant:

[8350 - CONFIDENTIALITY](#)

[5310 - HEALTH SERVICES](#)

[8462 - STUDENT ABUSE AND NEGLECT](#)

[2416 - STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION](#)

[2461 - RECORDING OF DISTRICT MEETINGS INVOLVING STUDENTS AND/OR PARENTS](#)

[3213 - STUDENT SUPERVISION AND WELFARE](#)

Annual Notices

are linked through NCS website: https://www.nilesschools.org/about_ncs/annual_notices

[Asbestos Hazard Emergency Act \(AHERA\) Notification Requirements](#)

[Annual Parent Notice - Right to Request Teacher and Paraprofessional](#)

[Qualifications Notification to Public Regarding Inspection of Instructional Materials](#)

[Student Privacy Notice - And Consent/Opt-Out for Specific Activities](#)

[Registration of New Pupils](#)

[FERPA Annual Notification of Rights and Designation of Directory Information](#)

[Emergency Closing](#)

[Notice of Non-Discrimination in Vocational and Applied Technology Education](#)

[Notice of Pesticide Use](#)

SECTION 7 – NILES VIRTUAL SCHOOL

Staff Contact Information

<p>Dan Applegate – Superintendent Email: dan.applegate@nilesschools.org Phone: For an appointment call (269) 683-0736 ext 10013</p>	<p>Donna Roark – Assistant Superintendent/Principal Niles Virtual School Email: donna.roark@nilesschools.org Phone: For an appointment call (269) 683-0736 ext 10032</p>
<p>Admin/Teachers of Record/Mentors</p>	
<p>Gail Bliss –Virtual School Liaison Family Support/ Program Director/Shared-time/Mentor Email: gail.bliss@nilesschools.org Office Phone: (269) 262-4505 Cell phone: (574) 340-1025 (This is a personal cell and you may get a voicemail, please text or leave me your message and I will return the call as soon as I am able.)</p>	<p>Kerrie Bass – Mentor/Teacher of Record – Art/English Email: kerrie.bass@nilesschools.org Office Phone: (269) 262-4505 Cell: (574) 238-7023</p>
<p>Angie Pingel – Virtual School Liaison Family Support/Coordinator – Full Time Email: Angie.Pingel@nilesschools.org Office Phone: (269) 683-0736 ext 10017</p>	<p>Kelly Flenar – Mentor/Teacher of Record/Full-time Email: kelly.flenar@nilesschools.org</p>
<p>Valerie Sandoval – Virtual School Liaison Family Support /Registrar Email: valerie.sandoval@nilesschools.org Cell: (269) 262-4505</p>	<p>Mary Landgraf – Teacher of Record Email: mary.landgraf@nilesschools.org Phone: (269) 684-4480 ext 11877 Mon – Thursday 4-8 pm Cell: (269) 591-0360</p>
<p>Heather Krenk – Virtual School Liaison Family Support/ Community Expert Coordinator/Mentor Email: heather.krenk@nilesschools.org</p>	<p>Jared March – Teacher of Record – Music Email: jared.march@nilesschools.org</p>
<p>Valerie Sandoval – Virtual School Liaison Family Support/Mentor Email: valerie.sandoval@nilesschools.org Office Phone: (269) 262-4505</p>	<p>Josh Rinehart – Teacher of Record – PE Email: josh.rinehart@nilesschools.org</p>
<p>Aaron Schutte - Virtual School Liaison Family Support/IT Support Email: aaron.schutte@nilesschools.org</p>	<p>Angelecque Thornton – Mentor/Teacher of Record/Full-time Email: angelecque.thornton@nilesschools.org</p>
<p>Robert Schuster – IT Support Email:robert.schuster@nilesschools.org</p>	

B. General Virtual School Requirements

Students will build their schedule based on their full time or shared time status. Parents and Students must sign a form giving permission to take 2 or more courses through the Niles Virtual School.

Count Day

Count Day requirements must be completed successfully. If these requirements are not completed successfully, the family is responsible for paying any costs incurred by the district for classes the student failed to “count”.

Full Time Students

To prepare Michigan’s students with the knowledge and skills needed for the jobs in the 21st Century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements, students will be well prepared for future success in college and the workplace. A TOTAL of 20 credits are required to earn a diploma; 18 credits to complete the Michigan Merit Curriculum and a minimum of 2 elective credits.

English Language Arts – 4 credits

- English Language Arts 9
- English Language Arts 10
- English Language Arts 11
- English Language Arts 12

Mathematics – 4 credits

- Algebra I
- Geometry
- Algebra II
- One math course in final year of high school

Science – 3 credits

- Biology
- Physics or Chemistry
- One additional science credit

Social Studies – 3 credits

- Civic/Economics
- US History & Geography
- World History & Geography

Physical Education and Health – 1 credit

Visual, Performing and Applied Arts – 1 credit

Language Other than English – 2 credits

Elective – 2 credits

Shared Time Students

Students may build their schedule with up to 5 courses and one required Homeroom.

- Grades 1-8 - may enroll in 1 course (not including Connections - Home).
- Grades 9-11 - may enroll in up to 3 non-essential courses. (If taking dual enrollment*** or CTE, these may be in addition to the 3 non-essential course depending on the courses)
- Grade 12 - may enroll in up to 5 non-essential courses. (Dual enrollment*** or CTE courses taken are included in the 5)

***Those choosing to take Dual Enrollment MUST complete a course entitled Dual Enrollment Counseling. This is a short course for students and their parent(s) to take together. It details the pros and cons as well as policies and procedures regarding Dual Enrollment.

Students failing courses will be diminished, by the number of courses failed, the next school year.

C. Communication

Communication is extremely important to this program. The nature of the program dictates all of the communication be done online through emails. Please make sure the email on file with the office is current and accessed regularly. *Regularly* refers to at least once a day.

D. Age Requirements

Minimum Age: Your student must be 5 years old by September 1st to enroll in this program. Parents may waive this if the student is 5 by December 1st.

Maximum Age: Your student must not be over 19 years old as of September 1st to continue in this program.

E. Documentation Requirements

- Signed Permission to take virtual courses.
- Signed Handbook Acknowledgment
- Concussion Form
- The student's Birth Certificate and proof of Michigan residency must be submitted, with your student, to a designated registration personnel.
 - You may appear at the Virtual School Office:
1 Tyler Street
Niles, MI 49120
 - You may also choose to email gail.bliss@nilesschools.org or valerie.sandoval@nilesschools.org. to arrange a virtual or in person meeting at a convenient location and time.

F. Mentors

A mentor will be assigned to each student. The mentor's purpose is to build a relationship with students and their families. They are a resource for accountability and assistance. Once a week two-way communication will be initiated, by the instructor, with students through their LMS. UberConference, Canvas Conference, Zoom or Skyping sessions will be available for anyone

who wishes to participate. Parents and students may utilize these opportunities to empower students to succeed in this virtual environment. If students or parents have questions or concerns, mentors are an advocate for them and will do all they can to assist in a positive outcome. Contact information for mentors will be found in student Connections – Home class in Canvas or other LMS.

G. Student IDs

Student IDs come in handy for discounts, admissions into events, and identification for tests like the SAT and ACT. Each year there will be an opportunity at the beginning of the year for students to come into the office and have a student ID created.

H. Other District Opportunities

Athletics

Niles Community Schools operate under the policies of the Michigan High School Athletic Association. These rules will apply differently for Junior High and High School students

Due to the new regulation regarding non-public school students' limit of .75 FTE, and Board Policy, part-time students will not be permitted to participate in any athletics governed by the MHSAA policies.

Extra-Curricular Activities

Prom

It is permitted for students from the Niles Virtual School to attend Prom. You must notify the Niles Virtual School office of your intention well in advance of the event. You must be “in good standing” meaning your grades are passing, you have met all the attendance requirements, are in good standing with the district, and have parent or guardian approval. An email would be helpful, from the parents, indicating this intention and a follow-up phone call may be made to solidify the details. The student’s name will then be passed on to Niles High School with the approval to attend. A form may be required to be completed.

Other Events

Other extra-curricular activities may be available. Contact the Niles Virtual School office with the information on the activity in which the student is interested in participating. We will investigate and determine if it is available and facilitate the process.

Work Permits

Students may obtain a work permit through their local public school. Please see the Niles Virtual School office to arrange this.

I. Courses Offered

Definitions of Courses

Seated Courses: These are courses that take place in a Niles Community Schools Building and are taught by Highly Qualified teachers employed by Niles Community Schools. These courses are designed to be delivered in an abbreviated time frame or a traditional time frame, depending on the course.

Virtual Courses: These courses are taken by students at their own time and place. Virtual courses are delivered entirely or in part via the internet. The amount of content standards will vary with each virtual course. Please consult the course syllabus to determine the assignments needed. Parental assistance may be needed for students in grades K - 5th. These courses may

provide an optional face-to-face component with a community expert. These community expert courses are designed to foster the student's talents and interests. They are courses provided by experts in their fields but are not necessarily "Highly Qualified." These teachers are Independent Contractors and not employed by the District. These courses are selected by the parents from a list provided. It is advised that parents remain on the premises during these courses. Parents are required to remain on the premises for students ages 10 and younger and whenever there are less than 2 students present.

SECTION 8 – APPENDIX

Niles Virtual School Expectation Matrix

	Canvas Course	Community Expert Experience	Technology/ Devices	Field Trips
	<p>I will respond to teachers kindly.</p> <p>When advocating for myself, I will be polite.</p>	<p>I will respond to teachers kindly.</p> <p>I will follow directions the first time.</p> <p>I will use good manners.</p> <p>I will take pride in how I look and act.</p>	<p>Use devices for learning.</p> <p>I will handle them respectfully.</p>	<p>I will respond to teachers kindly.</p> <p>I will follow directions the first time.</p> <p>I will use good manners.</p> <p>I will take pride in how I look and act.</p>
	<p>I will complete all my assignments on time.</p> <p>I will take responsibility for my own actions.</p>	<p>I will be on time.</p> <p>I will be prepared by bringing all supplies.</p> <p>Complete and turn in all assignments.</p>	<p>Handle devices with care.</p> <p>Use sites that are appropriate.</p>	<p>I will be on time.</p> <p>I will be prepared.</p>
	<p>I will put forth my best effort each day.</p> <p>I will not give up when a task seems difficult.</p> <p>If a problem arises, communicate the problem to the teacher.</p>	<p>Focus on learning even when others are distracting.</p> <p>Make good choices.</p> <p>If a problem arises, talk to my instructor or parent.</p>	<p>Ask for help when devices or software have problems.</p>	<p>Focus on learning even when others are distracting</p> <p>Make good choices.</p> <p>If a problem arises, talk to my instructor or parent.</p>

2021-2022 NILES VIRTUAL SCHOOL CATALOG

Program Policies:

Students' maximum allowed courses will be determined by their full time or shared time status. One required Homeroom room called "Connections" will be added to your schedule. This is not part of the maximum allowed.

The following courses are elective non-core courses available to all students in the District. Consult the course syllabus to determine the grade the course will generate.

Elective, non-essential courses will not generate any credit toward any core/essential courses. The credit granted will be for non-essential, elective courses.

Some of our virtual courses allow students to select a real-world experience with a community expert in their community. If a student chooses to add this to their virtual class, this selection must be made from a pre-approved list and must be selected with the virtual class. Any instruction with a community expert is in addition to the assignments in the virtual course. Some assignments may provide for students to use the experience gained with their community expert to demonstrate mastery.

Course Credit:

One-half (1/2) credit equals one (1) semester of work successfully completed. One (1) credit equals two (2) semesters of work successfully completed.

Dual Enrollment: Students may be eligible for college credit if they enroll in classes taught on college campuses. A three-credit hour course taken at a college replaces one current Virtual School semester class. A four-credit or more course taken at a college replaces two current Virtual School semester classes.

Advanced Placement® Through the College Board's Advanced Placement® (AP®) Exam Program, students can earn college credit or Advanced Placement® at most colleges and universities. Students electing to take AP® Courses are encouraged to take the AP® Exam offered in early May. The College Board sets the calendar and student-paid exam fee. The amount of college credit earned based on the exam score varies between institutions. Students must notify the Niles Virtual School Director if the student desires to take the exam through Niles High School.

Modes of Delivery:

Seated - Instruction will be given in a Niles Community Schools building with Niles Community Schools teachers.

Virtual - These courses deliver all or a portion of their content online. Some may include a face-to-face component. A Niles Teacher of Record will be identified and available.

Niles Virtual School Course Catalog

AP® (Advanced Placement)

Location: Online/Niles High School

Length: Semester/yearlong

Mode: Virtual/Seated

Recommended Grade Level: 9-12

Prerequisite: None

Description: Advanced Placement® (AP®) is a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. These courses may be taken online or in real time. They must be approved by the AP® Board and cover the necessary information to allow a student to take the AP® test. Homeschoolers are permitted to take these courses.

CRITICAL THINKING – In the Know A/B

Location: Virtual - Canvas

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9

Prerequisite: None

Description: In this course, students will utilize the 5 parts of Critical Thinking while exploring seldom-taught life skills. Steps of Critical Thinking will include: Identifying the Problem, Gathering Information, Evaluating Evidence, Considering Solutions, and Choosing and Implementing a Decision. There are many life skills that can benefit students in their present situation, looking forward to college, and/or as they move into the workforce. This course will touch on 16 life skills which will help facilitate a smooth transition into adulthood. This course comes with an option lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

CRITICAL THINKING – Innovative Thinking A/B

Location: Virtual - Canvas

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9

Prerequisite: None

Description: The following personalized project based learning style course provides for the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication. This course will introduce students to the work The Foundation for Critical Thinking has done on the subject of critical thinking. Students will also be introduced to 5 steps of Critically Thinking as outlined by Career Trend. Students develop a new Innovative project and produce a NEW presentation each semester on their new innovative project. Students will practice these skills throughout the year by searching the internet for topics that interest them. This course will provide personalized options to every student taking this course, through student driven choices of additional books (found on the internet), additional virtual resources and learning from community experts. Students, parents and NVS staff collaborate to find the resources that best meet the student's needs. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

CRITICAL THINKING – Intro to the Internet A/B

Location: Virtual - Canvas

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 10

Prerequisite: None

Description: The following personalized project based learning style course provides for the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication on the Internet. Students develop a NEW research project each semester and produce a NEW presentation. Students will practice these skills throughout the year by searching the internet for topics that interest them. This course will provide personalized options to every student taking this course, through student driven choices of additional books (found on the internet), additional virtual resources and learning from community experts. Students, parents and NVS staff collaborate to find the resources that best meet the student's needs. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

CRITICAL THINKING – Intro to Critical Thinking A/B

Location: Virtual - Canvas

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 10

Prerequisite: None

Description: The following personalized project based learning style course provides for the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication. This course will introduce students to the work The Foundation for Critical Thinking has done on the subject of critical thinking. Students will also be introduced to 5 steps of Critically Thinking as outlined by Career Trend. Students develop a NEW problem-based project each semester and produce a NEW presentation on their problem. Students will practice these skills throughout the year by searching the internet for topics that interest them. This course will provide personalized options to every student taking this course, through student driven choices of additional books (found on the internet), additional virtual resources and learning from community experts. Students, parents and NVS staff collaborate to find the resources that best meet the student's needs. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

CRITICAL THINKING – Intermediate Critical Thinking A/B

Location: Virtual - Canvas

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 11

Prerequisite: None

Description: Fall Course Description: This course will explore goal setting for individuals, focusing on different areas of a person's life where goals can be applied. The course will also look at the different rules and guidelines involved in effective goal setting, planning, and achievement, as well as the value that goal setting has in society and in life. This will include valuable tools and smart practices that can help you out with your own goals, no matter what they are or what they involve.

Spring Course Description: This course is on how to make simple and complex choices every day; from deciding what to eat for lunch to determining what move to make in chess. Life is an ongoing series of

decisions; and they often have consequences not only for the person who is making a choice, but for their family, friends and loved ones. Therefore, having an expertise in the art of decision-making can be life altering and create opportunities that otherwise might disappear. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

CRITICAL THINKING – Personal - PBL A/B

Location: Virtual - Canvas

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 11

Prerequisite: None

Description: The following personalized project based learning style course provides for the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action. Each semester, new student selected, instructor approved driving questions will be focused on personal growth or betterment. This course will provide personalized options, to every student taking this course, through student driven choices of additional books, additional virtual resources and learning from community experts. Students, parents and NVS staff collaborate to find the resources that best meet the student's needs. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

CRITICAL THINKING – Community - PBL A/B

Location: Virtual - Canvas

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 12

Prerequisite: None

Description: The following personalized project based learning style course provides for the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action. Each semester, new student selected, instructor approved driving questions will be focused on community betterment. This course will provide personalized options, to every student taking this course, through student driven choices of additional books, additional virtual resources and learning from community experts. Students, parents and NVS staff collaborate to find the resources that best meet the student's needs. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

CRITICAL THINKING – Creative Thinking A/B

Location: Virtual - Canvas

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 12

Prerequisite: None

Description: This course offers several creative tools with explanations of how to utilize them. Creativity is an elusive concept, but it can be nurtured and developed. Naturally creative people will be assisted in reaching their full potential and anyone at any level of creativity can develop the skills to generate more

and better ideas. Vertical and lateral thinking are explained including many useful applications for both. The lessons detail the skills needed to utilize observation, imagination, and abstracting. The process of forming patterns, using analogies, and accessing body thinking are laid out in ways that are easy to understand and use. Mental tools are fully explored, but also emotional tools such as aesthetics and empathizing. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

CTE - Career & Technical Education

These courses are taken through Niles High School and are considered seated. They are intended for grades 10-12. Students must apply and be approved for these courses. These courses include but are not limited to:

- Automotive
- Building Trades
- Culinary Arts
- PHCS
- Welding

DANCE – History of Dance A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9

Prerequisite: No prerequisite

Description: *A History of Dance* will explore the development of dance from its ancient beginnings through the 1800s AD. The role and meaning of dance in ancient cultures will be discussed, in addition to the changing purpose and codification of various dance forms. This course will move through 3000 BC to today, delving into how dance changed and evolved in response to its environment. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

DANCE – Notable Dance Choreographers A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9

Prerequisite: No prerequisite

Description: Notable Dance Choreographers A will explore the lives and works of dance choreographers who have impacted and progressed the art of dance. Beginning in the 18th century, and moving through the present, choreographers who represent varied forms of dance will be included. This course comes with an optional lab experience that can be taken in person with an approved community expert. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

DANCE –Dance Around the World A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 10

Prerequisite: No prerequisite

Description: *Dance Around the World* is a personalized performing arts course for grade 10. It is designed to provide students with information and exposure to dance around the world, its role in the lives of the people who live there, and its esthetic and cultural value. *Dance Around the World* will provide personalization options to every student taking this course through student driven choices regarding assignment submission methodology, additional virtual resources, and learning from community experts. Contact the Partnership for approved community partners. Registration for Community Partners will take place in Go Sign Me Up. Content for this course will appear in our learning management system, Canvas.

DANCE – Dance Performers A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 10

Prerequisite: No prerequisite

Description: *Dance Performers around the Globe* is a personalized performing art, physical education course for grades 9-12. It is designed to provide students with information and exposure to dance performers around the globe. Emphasis will be placed on the role of dance in a culture or time period, the importance of dance as an art form, and dance's inherent individual and collective value. *Dance Performers Around the Globe* will provide personalization options to every student taking this course through student driven choices regarding assignment submission methodology and learning from community experts. Contact the Partnership for approved community partners.

DANCE – Technique Elements & Process A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 11

Prerequisite: No prerequisite

Description: Dance Elements and Process will explore the elements of movement as a framework to understand the foundational concepts of dance. Through both written assignments and video uploads, each student will apply the underlying elements of dance while expressing personal style and choices. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

Note: Dance video uploads of the student are required in this course.

DANCE – Dance 11 Personal PBL A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 11

Prerequisite: No prerequisite

Description: The following personalized project based learning style course provides for the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action **in the discipline of Dance**. Students develop **NEW driving questions each semester**. This course will provide personalization options to every student taking this course, through student driven choices of additional books, additional virtual resources and learning from community experts. Students, parents and NVS staff collaborate to find the resources that best meet the student's needs. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

DANCE – History of Dance Grade 12 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 12

Prerequisite: No prerequisite

Description: A History of Dance Grade 12 begins with the origins of dance in the first semester, quickly moving through the development of dance including its connections and reactions to beliefs and culture. Attention is paid to Ballet and the Modern dance movements. Second semester delves into the origins and development of Jazz in America. The combination of Ballet, Modern, and Jazz in Musical Theatre, Broadway and Cinema is explored culminating in the importance and ramifications of iconic performances. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

DANCE – Dance 12 Community PBL A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 12

Prerequisite: No prerequisite

Description: The following personalized project based learning style course provides for the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action **in the discipline of Dance**. Students develop **NEW driving questions each semester**. This course will provide personalization options to every student taking this course, through student driven choices of additional books, additional virtual resources and learning from community experts. Students, parents and NVS staff collaborate to find the resources that best meet the student's needs. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

DANCE - 9th graders may also use the following courses to pair with approved community experts in the discipline of dance: PE Grade 9, Life Fitness and Integrated Arts Grade 9

DANCE - 10th graders may also use the following courses to pair with approved community experts in the discipline of dance: PE Grade 10, Cardio and Interdisciplinary Arts.

DANCE - 11th graders may also use the following courses to pair with approved community experts in the discipline of dance: PE Grade 11, Fitness and Integrated Arts Grade 11.

DANCE - 12th graders may also use the following courses to pair with approved community experts in the discipline of dance: PE Grade 12, PE 12 PBL and Integrated Arts PBL Grade 12.

EQUINE - for Equine community expert experiences, student may use the following courses:

- **9th graders may also use the following courses to pair with approved community experts in the discipline of equine: Equine Art, In the Know and Innovative Thinking**
- **10th graders may also use the following courses to pair with approved community experts in the discipline of equine: Equine Art - Photography, Intro to the Internet and Intro to Critical Thinking.**
- **11th graders may also use the following courses to pair with approved community experts in the discipline of equine: Equine Art - Drawing & Painting, Critical Thinking 11 Personal PBL and Intermediate Critical Thinking.**
- **12th graders may also use the following courses to pair with approved community experts in the discipline of equine: Equine Art 12 PBL, Critical Thinking 12 Community PBL and Creative Thinking.**

EXPLORATION K-2 – Idea Machine

Location: Virtual - Canvas

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: K-2

Prerequisite: No prerequisite

Description: Idea Machine will give learners the opportunity to experience and create new ideas. Each module will have an objective in the following disciplines: critical thinking, dance, cooking, music, maker skills, art, equine, wilderness, farming, theater, world language, and sewing. Students will be given the ability to achieve a badge at the end of each module. This course comes with an optional lab experience, in any one discipline, that can be taken in person with an approved community expert or online through a selected companion virtual program.

EXPLORATION 3-5 – Idea Machine

Location: Virtual - Canvas

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 3-5

Prerequisite: No prerequisite

Description: Idea Machine will give learners the opportunity to experience and create new ideas.. Each module will have an objective in the following disciplines: critical thinking, dance, cooking, music, maker skills, art, equine, wilderness, farming, theater, world language, and sewing. Students will be given the ability to achieve a badge at the end of each module. This course comes with an optional lab experience,

in any one discipline, that can be taken in person with an approved community expert or online through a selected companion virtual program.

EXPLORATION 6-8 – Idea Machine

Location: Virtual - Canvas

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 6-8

Prerequisite: No prerequisite

Description: Idea Machine will give learners the opportunity to experience and create new ideas. Each module will have an objective in the following disciplines: critical thinking, dance, cooking, music, maker skills, art, equine, wilderness, farming, theater, world language, and sewing. Students will be given the ability to achieve a badge at the end of each module. This course comes with an optional lab experience, in any one discipline, that can be taken in person with an approved community expert or online through a selected companion virtual program.

MUSIC – Applied Music Level 1 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9-12

Prerequisite: No prerequisite

Description: Applied Music is designed for a high school student to personalize their study of music by focusing on developing a specific instrument or voice. The student, in concert with their teacher, will craft a personalized learning plan that expands and develops their theoretical and practical music knowledge. Virtual assignments include listening reflections, a practice journal for their instrument or voice, sight reading, ear training, music notation, basic composition, and a digital portfolio of their work. Each student is expected to dedicate regular time to developing their musical skills under the supervision of their teacher. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

MUSIC – Applied Music Level 2 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9-12

Prerequisite: Applied Music Level 1 or placement test

Description: Applied Music 2 is the second level designed for a high school student to personalize their study of music by focusing on developing a specific instrument or voice. The student, in concert with their teacher, will craft a personalized learning plan that expands and develops their theoretical and practical music knowledge. Virtual assignments include listening reflections, a practice journal for their instrument or voice, sight reading, ear training, music notation, basic composition, and a digital portfolio of their work. Each student is expected to dedicate regular time to developing their musical skills under the supervision of their teacher. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

MUSIC – Applied Music Level 3 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9-12

Prerequisite: Applied Music Level 1-2 or placement test

Description: Applied Music 3 is the third level designed for a high school student to personalize their study of music by focusing on developing a specific instrument or voice. The student, in concert with their teacher, will craft a personalized learning plan that expands and develops their theoretical and practical music knowledge. Virtual assignments include listening reflections, a practice journal for their instrument or voice, sight reading, ear training, music notation, basic composition, and a digital portfolio of their work. Each student is expected to dedicate regular time to developing their musical skills under the supervision of their teacher. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

MUSIC – Applied Music Level 4 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9-12

Prerequisite: Applied Music Level 1-3 or placement test

Description: Applied Music 4 is the fourth level designed for a high school student to personalize their study of music by focusing on developing a specific instrument or voice. The student, in concert with their teacher, will craft a personalized learning plan that expands and develops their theoretical and practical music knowledge. Virtual assignments include listening reflections, a practice journal for their instrument or voice, sight reading, ear training, music notation, basic composition, and a digital portfolio of their work. Each student is expected to dedicate regular time to developing their musical skills under the supervision of their teacher. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

MUSIC – Music Exploration Level 1 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9-12

Co/Prerequisite: Applied Music

Description: Music Explorations is designed for a high school student looking to further develop their personalized study of music by focusing on a specific instrument or voice. Applied Music is a prerequisite for this course, and they may be taken simultaneously. The student, in concert with their teacher, will craft a personalized learning plan that expands their theoretical and practical musical knowledge. Students will complete weekly online assignments including listening reflections, a practice journal for their second instrument or voice, basic music theory, a digital portfolio, ear training, sight reading, notation, and composition. Each student is expected to dedicate regular time to developing their musical skills under the supervision of their teacher. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

MUSIC – Music Exploration Level 2 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9-12

Co/Prerequisite: Applied Music and Music Explorations Level 1 or placement test

Description: Music Explorations 2 is the second level designed for a high school student looking to further develop their personalized study of music by focusing on a specific instrument or voice. Applied Music is a prerequisite for this course, and they may be taken simultaneously. The student, in concert with their teacher, will craft a personalized learning plan that expands their theoretical and practical musical knowledge. Students will complete weekly online assignments including listening reflections, a practice journal for their second instrument or voice, basic music theory, a digital portfolio, ear training, sight reading, notation and composition. Each student is expected to dedicate regular time to developing their musical skills under the supervision of their teacher. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

MUSIC – Music Exploration Level 3 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9-12

Co/Prerequisite: Applied Music and Music Explorations Level 1-2 or placement test

Description: Music Explorations 3 is the third level designed for a high school student looking to further develop their personalized study of music by focusing on a specific instrument or voice. Applied Music is a prerequisite for this course, and they may be taken simultaneously. The student, in concert with their teacher, will craft a personalized learning plan that expands their theoretical and practical musical knowledge. Students will complete weekly online assignments including listening reflections, a practice journal for their second instrument or voice, basic music theory, a digital portfolio, ear training, sight reading, notation and composition. Each student is expected to dedicate regular time to developing their musical skills under the supervision of their teacher. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

MUSIC – Music Exploration Level 4 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9-12

Co/Prerequisite: Applied Music and Music Explorations Level 1-3 or placement test

Description: Music Explorations 4 is the fourth level designed for a high school student looking to further develop their personalized study of music by focusing on a specific instrument or voice. Applied Music is a prerequisite for this course, and they may be taken simultaneously. The student, in concert with their teacher, will craft a personalized learning plan that expands their theoretical and practical musical knowledge. Students will complete weekly online assignments including listening reflections, a practice journal for their second instrument or voice, basic music theory, a digital portfolio, ear training, sight reading, notation and composition. Each student is expected to dedicate regular time to developing their musical skills under the supervision of their teacher. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

MUSIC - 9th graders may also use the following courses to pair with approved community experts in the discipline of music: In the Know, Innovative Thinking and Integrated Arts Grade 9.

MUSIC - 10th graders may also use the following courses to pair with approved community experts in the discipline of music: Intro to the Internet, Intro to Critical Thinking and Interdisciplinary Arts.

MUSIC - 11th graders may also use the following courses to pair with approved community experts in the discipline of music: Critical Thinking 11 Personal PBL, Intermediate Critical Thinking and Integrated Arts Grade 11.

MUSIC - 12th graders may also use the following courses to pair with approved community experts in the discipline of music: Critical Thinking 11 Community PBL, Creative Thinking and Integrated Arts Grade 12.

PHYSICAL EDUCATION – Life Fitness A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9

Prerequisite: No prerequisite

Description: Students, parents, and Niles Virtual Partnership staff collaborate to find resources that best meet the student’s needs. The Physical Education course will provide personalized options to every student taking this course through student driven choices regarding assignment submission methodology, additional virtual resources, and learning from community experts. The Life Fitness Curriculum seeks to develop in students the skills, knowledge, attitudes, and behaviors that promote a healthy level of physical fitness and lead to a commitment to consistent, lifelong participation in physical activity. Physical activities will be performed in an active, supportive, and non-threatening atmosphere where all students, regardless of physical ability, will be challenged to achieve success through a spirit of cooperation, sportsmanship, and respect for one’s self and others. Registration for Community Partners will take place in Go Sign Me Up. Content for this course will appear in our learning management system, Canvas.

PHYSICAL EDUCATION – PE 9 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9

Prerequisite: No prerequisite

Description: Students, parents, and Niles Virtual Partnership staff collaborate to find resources that best meet the student’s needs. The Physical Education course will provide personalized options to every student taking this course through student driven choices regarding assignment submission methodology, additional virtual resources, and learning from community experts. The Physical Education Curriculum seeks to develop in students the skills, knowledge, attitudes, and behaviors that promote a healthy level of physical fitness and lead to a commitment to consistent, lifelong participation in physical activity. Physical activities will be performed in an active, supportive, and non-threatening atmosphere where all students, regardless of physical ability, will be challenged to achieve success through a spirit of cooperation, sportsmanship, and respect for one’s self and others. Registration for Community Partners will take place in Go Sign Me Up. Content for this course will appear in our learning management system, Canvas.

PHYSICAL EDUCATION – Cardio A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 10

Prerequisite: No prerequisite

Description: Students, parents, and Niles Virtual Partnership staff collaborate to find resources that best meet the student’s needs. The Physical Education course will provide personalized options to every student taking this course through student driven choices regarding assignment submission methodology, additional virtual resources, and learning from community experts. The Cardio Curriculum seeks to develop in students the skills, knowledge, attitudes, and behaviors that promote a healthy level of physical fitness and lead to a commitment to consistent, lifelong participation in physical activity. Physical activities will be performed in an active, supportive, and non-threatening atmosphere where all students, regardless of physical ability, will be challenged to achieve success through a spirit of cooperation, sportsmanship, and respect for one’s self and others. Registration for Community Partners will take place in Go Sign Me Up. Content for this course will appear in our learning management system, Canvas.

PHYSICAL EDUCATION - PE 10 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 10

Prerequisite: No prerequisite

Description: Students, parents, and Niles Virtual Partnership staff collaborate to find resources that best meet the student’s needs. The Physical Education course will provide personalized options to every student taking this course through student driven choices regarding assignment submission methodology, additional virtual resources, and learning from community experts. The Physical Education Curriculum seeks to develop in students the skills, knowledge, attitudes, and behaviors that promote a healthy level of physical fitness and lead to a commitment to consistent, lifelong participation in physical activity. Physical activities will be performed in an active, supportive, and non-threatening atmosphere where all students, regardless of physical ability, will be challenged to achieve success through a spirit of cooperation, sportsmanship, and respect for one’s self and others. Registration for Community Partners will take place in Go Sign Me Up. Content for this course will appear in our learning management system, Canvas.

PHYSICAL EDUCATION – Fitness A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 11

Prerequisite: No prerequisite

Description: Students, parents, and Niles Virtual Partnership staff collaborate to find resources that best meet the student’s needs. The Physical Education course will provide personalized options to every student taking this course through student driven choices regarding assignment submission methodology, additional virtual resources, and learning from community experts. The Fitness Curriculum seeks to develop in students the skills, knowledge, attitudes, and behaviors that promote a healthy level of physical fitness and lead to a commitment to consistent, lifelong participation in physical activity. Physical activities will be performed in an active, supportive, and non-threatening atmosphere where all students, regardless of physical ability, will be challenged to achieve success through a spirit of cooperation,

sportsmanship, and respect for one's self and others. Registration for Community Partners will take place in Go Sign Me Up. Content for this course will appear in our learning management system, Canvas.

PHYSICAL EDUCATION – PE 11 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 11

Prerequisite: No prerequisite

Description: Students, parents, and Niles Virtual Partnership staff collaborate to find resources that best meet the student's needs. The Physical Education course will provide personalized options to every student taking this course through student driven choices regarding assignment submission methodology, additional virtual resources, and learning from community experts. The Physical Education Curriculum seeks to develop in students the skills, knowledge, attitudes, and behaviors that promote a healthy level of physical fitness and lead to a commitment to consistent, lifelong participation in physical activity. Physical activities will be performed in an active, supportive, and non-threatening atmosphere where all students, regardless of physical ability, will be challenged to achieve success through a spirit of cooperation, sportsmanship, and respect for one's self and others. Registration for Community Partners will take place in Go Sign Me Up. Content for this course will appear in our learning management system, Canvas.

PHYSICAL EDUCATION – PE PBL A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 12

Prerequisite: No prerequisite

Description: The following personalized project based learning style course provides for the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action **in the discipline of Physical Education**. Students develop **new driving questions each semester** and produce a **new presentation** on their driving question. This course will provide personalization options to every student taking this course, through student driven choices of additional books, additional virtual resources and learning from community experts. Students, parents and NVS staff collaborate to find the resources that best meet the student's needs. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

PHYSICAL EDUCATION – PE 12 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 12

Prerequisite: No prerequisite

Description: Students, parents, and Niles Virtual Partnership staff collaborate to find resources that best meet the student's needs. The Physical Education course will provide personalized options to every student taking this course through student driven choices regarding assignment submission methodology, additional virtual resources, and learning from community experts. The Physical Education Curriculum seeks to develop in students the skills, knowledge, attitudes, and behaviors that promote a healthy level of physical fitness and lead to a commitment to consistent, lifelong participation in physical activity. Physical

activities will be performed in an active, supportive, and non-threatening atmosphere where all students, regardless of physical ability, will be challenged to achieve success through a spirit of cooperation, sportsmanship, and respect for one's self and others. Registration for Community Partners will take place in Go Sign Me Up. Content for this course will appear in our learning management system, Canvas.

PHYSICAL EDUCATION - 9th graders may also use the following courses to pair with approved community experts in the discipline of physical education: In the Know and Innovative Thinking.

PHYSICAL EDUCATION - 10th graders may also use the following courses to pair with approved community experts in the discipline of physical education: Intro to the Internet and Intro to Critical Thinking.

PHYSICAL EDUCATION - 11th graders may also use the following courses to pair with approved community experts in the discipline of physical education: Critical Thinking 11 Personal PBL and Intermediate Critical Thinking.

PHYSICAL EDUCATION - 12th graders may also use the following courses to pair with approved community experts in the discipline of physical education: Critical Thinking 11 Community PBL and Creative Thinking.

VISUAL AND PERFORMING ARTS – Art Through Time A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9

Prerequisite: No prerequisite

Description: Studying the biographies of artists has been a fundamental approach toward art history. In this course, we will examine the lives and works of great artists from varied disciplines. In the process, we will gain a better understanding of the historical development of art. In addition, we will work on improving our critical thinking abilities and our powers of observation. Fall will be in the Stone Age - Baroque. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

VISUAL AND PERFORMING ARTS – Equine Art A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9

Prerequisite: No prerequisite

Description: Students will study the tradition and history of equine art, as well as the different influences and various techniques. Students will learn about drawing, painting, sculpting, and photography in equine art. They will learn about famous artists in each field and they will learn the technique of creating different forms of art. There will be lessons that allow for the creation of art in each form of art. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

VISUAL AND PERFORMING ARTS – Integrated Arts 9 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 9

Prerequisite: No prerequisite

Description: This course will include the four areas of Visual Arts. Each semester will include 4 units on Dance, 4 units on Music, 3 Units on Theater, and 4 units on Fine Art. These units will be different each semester and the information in the units will be taken from Michigan Arts Education Instruction & Assessment. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

VISUAL AND PERFORMING ARTS – Elements and Principles A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 10

Prerequisite: No prerequisite

Description: The following course will provide instruction in Visual and Performing Arts, in the Fall will be on introducing the content and exploring the use of the Elements of Art in their own projects. Spring will be introducing the content and exploring the use of the Principles of Design in their own projects. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

VISUAL AND PERFORMING ARTS – Equine Art - Photography A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 10

Prerequisite: No prerequisite

Description: In Equine Art Photography A the focus will be on creating artwork through the use of photography. Students will learn about the parts of a camera and the different ways to use a digital camera. A digital camera would be helpful, but everything could also be completed with a phone or an accommodation if neither one is available. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

VISUAL AND PERFORMING ARTS – Interdisciplinary Arts A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 10

Prerequisite: No prerequisite

Description: The following course will provide instruction in Visual and Performing Arts, in this course we will introduce one to visual arts, theater, dance, music, and drama and how they are connected. The connections of art and design to the rest of one's education and the relationship to the world in which one lives. This course will look at works of art that provide important insights into past and existing cultures, helping one to understand how others have lived and what they valued. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

VISUAL AND PERFORMING ARTS – Color Theory A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 11

Prerequisite: No prerequisite

Description: The following course will provide instruction in Visual and Performing Arts, in the Fall this course will be on introducing the content and exploring the use of color in the student's own projects. Spring will be on viewing Artist's works that exemplify the color schemes and creating works based on those projects. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

VISUAL AND PERFORMING ARTS – Equine Art - Drawing and Painting A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 11

Prerequisite: No prerequisite

Description: The following course will provide instruction in Visual and Performing Arts, specializing in Equine drawing in the Fall and Equine painting in the Spring. Each lesson will build on the previous lesson. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

VISUAL AND PERFORMING ARTS – Integrated Art 11 A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 11

Prerequisite: No prerequisite

Description: This class will allow students to recognize, analyze, and describe connections among the arts; between the arts and other disciplines; and between the arts and everyday life. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

VISUAL AND PERFORMING ARTS – Art Appreciation A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 12

Prerequisite: No prerequisite

Description: Art Appreciation is a general introduction to the visual arts, media, techniques, and history. The course is designed to create a deeper appreciation of the creative processes involved in the visual arts. This course reviews two- and three-dimensional art forms, methods, and media; examines the visual elements and principles of design; and briefly surveys art styles from the prehistoric to the 20th Century. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

VISUAL AND PERFORMING ARTS – Equine Art - PBL A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 12

Prerequisite: No prerequisite

Description: The following personalized project based learning style course provides for the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action **in the discipline of Equine Art**. Students develop **NEW driving questions for each semester**. This course will provide personalization options to every student taking this course, through student driven choices of additional books, additional virtual resources and learning from community experts. Students, parents and NVS staff collaborate to find the resources that best meet the student's needs. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

VISUAL AND PERFORMING ARTS – Integrated Arts - PBL A/B

Location: Online

Length: Semester/A/B

Mode: Virtual

Recommended Grade Level: 12

Prerequisite: No prerequisite

Description: The following personalized project based learning style course provides for the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action **in the discipline of Integrated Art**. Students develop **NEW driving questions each semester**. This course will provide personalization options to every student taking this course, through student driven choices of additional books, additional virtual resources and learning from community experts. Students, parents and NVS staff collaborate to find the resources that best meet the student's needs. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

VISUAL AND PERFORMING ARTS - 9th graders may also use the following courses to pair with approved community experts in the discipline of visual and performing arts: In the Know and Innovative Thinking.

VISUAL AND PERFORMING ARTS - 10th graders may also use the following courses to pair with approved community experts in the discipline of visual and performing arts: Intro to the Internet and Intro to Critical Thinking.

VISUAL AND PERFORMING ARTS - 11th graders may also use the following courses to pair with approved community experts in the discipline of visual and performing arts: Critical Thinking 11 Personal PBL and Intermediate Critical Thinking.

VISUAL AND PERFORMING ARTS - 12th graders may also use the following courses to pair with approved community experts in the discipline of visual and performing arts: Critical Thinking 12 Community PBL and Creative Thinking.

100% VIRTUAL COURSES

All courses by these vendors are approved. Shared-time students are limited to only non-essential courses.

- **APEX**
- **eDynamics**
- **Edmentum**
- **Edgenuity**
- **Lincoln Learning**
- **Michigan Virtual**
- **Powerspeak (Middlebury Interactive)**
- **Rosetta Stone (may be taken as a “community expert” for Mission Possible or Critical Thinking Course)**

World Languages available through the Virtual School are:

Arabic	ASL
Chinese	French
German	Greek
Hebrew	Japanese
Latin	Portuguese
Russian	Spanish

MATH/SCIENCE CENTER

This is an accelerated program that requires application and approval. It is considered a seated course and is taken through Niles High School. This course counts as 3 courses on a student’s schedule for 9th and 10th grades and two courses for 11th and 12th grades if no additional Andrews elective is taken.

SEATED COURSES

Seated courses are courses that take place in a traditional building with District teachers. Shared time students are permitted to take any non-core seated course in our other school buildings. If a student desires one of these, express this interest to the NVS Director.