

Hillman Community Schools



Online Learning Handbook 2025/2026

Mrs. Kayla Nichols: Secondary Principal

Student/Parent Handbook: ONLINE

for the

Hillman Jr. Sr. High School

FOREWORD

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year. This handbook summarizes and references many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior student handbook.

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with this handbook and keep it available for you and your parent to use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact your Principal who you will find listed in the Staff Directory section of the handbook.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of August 2024.

Vision: Successful life-long learners who are ready for college, career, and life in an ever-changing world.

Mission: Inspiring each student to reach their maximum potential through a collaborative, rigorous and student-focused education.

Dr. Pamela Rader, Superintendent/Title IX 989-742-4538

Mrs. Kayla Nichols, Jr/Sr High Principal 989-742-4538

Mrs. Crystal Vogt, Elementary Principal 989-742-4537

Mrs. Jessica Meyer, High School Administrative Assistant 989-742-4538

School Phone Numbers

High School Office: 742-4538

School Board of Education

Melissa Kennard
Roxanne Lafleche
Brian Klein
Stewart Scramblin
David Pickelhaupt
George Kerns
Laurie Nugent

This student handbook was developed to answer many of the commonly asked questions that you and your parents 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 by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of August 2022. If any of the policies or administrative guidelines referenced herein are revised after the language in the most current policy or administrative guideline prevails.

EQUAL EDUCATION OPPORTUNITY

It is the policy of this District to provide an equal education opportunity for all students.

Any person who believes that s/he has been discriminated against on the basis of his/her race, color, disability, religion, gender, or national origin, while at school or a school activity should immediately contact the School District's Compliance Officer listed below:

Kayla Nichols
nicholka@hillmanschools.com
(989) 742-4538

Dr. Pamela Rader
raderpa@hillmanschools.com
(989) 742-4538

Complaints will be investigated in accordance with the procedures as described in Board Policy 2260. Any student making a complaint or participating in a school investigation will be protected from any threat or retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity.

ONLINE LEARNING

Online learning is a great option for many students and can be a very effective way to learn. Because taking virtual courses is quite different from taking face-to-face courses at school, it's very important you know what you're getting into and what kind of support you'll need to be successful before classes start. Research shows that students who are well prepared and well supported for this new experience do better in their classes.

It was in 2006 that the Michigan Legislature adopted a policy that Michigan students have an online learning experience as a high school graduation requirement. This policy was the first of its kind in the nation. In 2013, the Michigan Legislature expanded student access to digital learning options

In 2022, Hillman Community Schools began to allow students to take online classes and still be a Hillman Tiger. Given this option, students are able to participate in extra curricular activities that Hillman offers while completing their course work from home.

Why Do Students Choose Online Learning?

From the student's point of view, online learning is attractive because it is:

1. **Personalized to my needs and learning goals.** When students select their courses, they take greater ownership.
2. **Flexible so that I can try different ways to learn.** Online learning allows scheduling to accommodate health, athletic, job and family circumstances.
3. **Interactive and engaging to draw me in.** Students meet people outside their community in a safe environment, and multimedia used in online learning provides different ways of learning.

4. **Relevant to the life I'd like to lead.** Students gain more experience using the 21st century technology tools used in college and in the workplace.
5. **Paced by my own progress measured against goals I understand.** Students can move faster or slower through assignments and track their own progress toward their goals.
6. **Constantly informed by different ways of demonstrating and measuring my progress.** Educational technology can measure and share student progress quickly.
7. **Collaborative with faculty, peers, and others, unlimited by proximity.** Students can access learning materials and resources - including local, state, and national experts - using online communication tools.
8. **Responsive and supportive when I need extra help.** Communicating outside the typical school day is supported by the online learning culture. Many students - and teachers - report they spend more time interacting online than in the face-to-face classroom.
9. **Challenging but achievable, with opportunities to become an expert in an area of interest.** Online learning reinforces lifelong learning skills and promotes information literacy and communication skills as well as thinking and problem-solving skills.
10. **Available to me as much as it is to every other student.** Online learning can direct the talents of some of the most skilled educators to the most underserved populations. A zip code does not have to determine learning options any more.

Profile of a Successful Online Learner

Instructors with years of online teaching experience agree that students who have a successful, satisfying experience learning online share several critical characteristics. Review these characteristics and answer these questions.

- **Good Time Management:** Can you create and maintain a study schedule throughout the semester without face-to-face interaction with a teacher?
- **Effective Communication:** Can you ask for help, make contact with other students and the instructor online, and describe any problems you have with learning materials using email, text messaging, and/or the telephone?
- **Independent Study Habits:** Can you study and complete assignments without direct supervision and maintain the self-discipline to stick to a schedule?
- **Self-Motivation:** Do you have a strong desire to learn skills, acquire knowledge, and fulfill assignments in online courses because of an educational goal? Can you maintain focus on that goal?
- **Academic Readiness:** Do you have the basic reading, writing, math, and computer literacy skills to succeed in the class?
- **Technologically Prepared:** Are you prepared to use constantly evolving technology to learn? The International Society for Technology in Education (ISTE) published a

set of Standards for Students designed to empower student voice and ensure that learning is a student-driven process.

Assessing Student Readiness for Online Learning

Learning online is different and takes some additional skills, but virtual courses are just as important as any other course. Your online course grades are part of your permanent school record. Talk with your parents or guardian and guidance counselor about why you are interested in online learning.

Not all students are well prepared for online learning. Use this one-page rubric created by *Michigan Virtual* to help you understand what is required of a successful online learner: (**See Attached Rubric**). Be honest and identify those areas you think could be a problem. The rubric asks you to evaluate your basic skills and competencies in the following areas:

- Technology Skills
- Work & Study Habits
- Learning Style
- Technology/Connectivity
- Time Management
- Interest/Motivation
- Reading/Writing Skills
- Support Services

What Kind Of Support Will You Have?

Course Instructor: The person who is teaching your virtual course is the first one to go to when you have questions about assignments or resources.

Mentor: Michigan law requires that students learning online have a person assigned by your school to support you in your online learning experience. This will be your ICE teacher.

Student Success Coordinator: This person can be reached to help navigate the course; help reach out to the company for questions, or aide in getting you get some extra needed help.

Parent/Guardian: Your parents or guardians may have access to your course, too. It is best if they check in with you regularly to be sure you are keeping up and help maintain the space identified for you to use as a study area.

What Program Does Hillman Use?

Edgenuity/ Imagine Learning

Imagine Edgenuity, formerly Education2020 (E2020), is a standard-based online learning resource for school districts produced by Imagine Learning, which teaches kindergarten through 12th-grade in core, elective, credit recovery, technical, and career subjects, through both remedial and accelerated work. As of 2019, Imagine Edgenuity serves more than four million students in the United States.

While this learning platform includes K-12th Grade. The administration at the school has the right to deny this service to students. A meeting will be set up with the administrator and a plan of action will be put into place before student movement.

Imagine Edgenuity is a virtual alternative, and uses pre-recorded videos and primarily focuses on struggling students, and sticking at pace. Along with pre-recorded lecture, Imagine Edgenuity uses interactives and real-world problems. In addition to helping students who need extra support, the software is often used by schools to help students who have failed courses get the credits they are missing.

Edgenuity's award-winning courses combine rigorous content with direct-instruction videos from expert, on-screen teachers with interactive learning tools and resources to engage and motivate students. Our online courses for core curriculum, AP®, elective, Career and Technical Education (CTE), dual credit, and credit recovery are based on the rigor and high expectations of state, Common Core, NGSS, and iNACOL standards. Edgenuity gives schools the flexibility to offer the right courses for your students' needs. Our online courses are available for credit and concept recovery, initial credit, and as honors courses for students who want to further challenge themselves. Designed to inspire lifelong learning, Edgenuity's courses can be used in any blended or online learning model.

Credit Recovery Courses	Initial Credit Courses	Honors Courses
Feature instruction and assignments to meet Common Core and state standards	Feature extended instruction and assignments for complete coverage of standards	Have additional instruction and/or assignments to extend learning
Have limited or no teacher-graded assignments	Contain teacher-graded assignments	Contain additional and more rigorous teacher-graded assignments
Take an average of 40 hours per semester	Take an average of 50 hours per semester	Take an average of 60 hours per semester

Graduation Alliance

There is no one-size-fits-all solution to education. That's why, since its founding, Graduation Alliance has provided multiple pathways to individuals seeking to earn a high school credential.

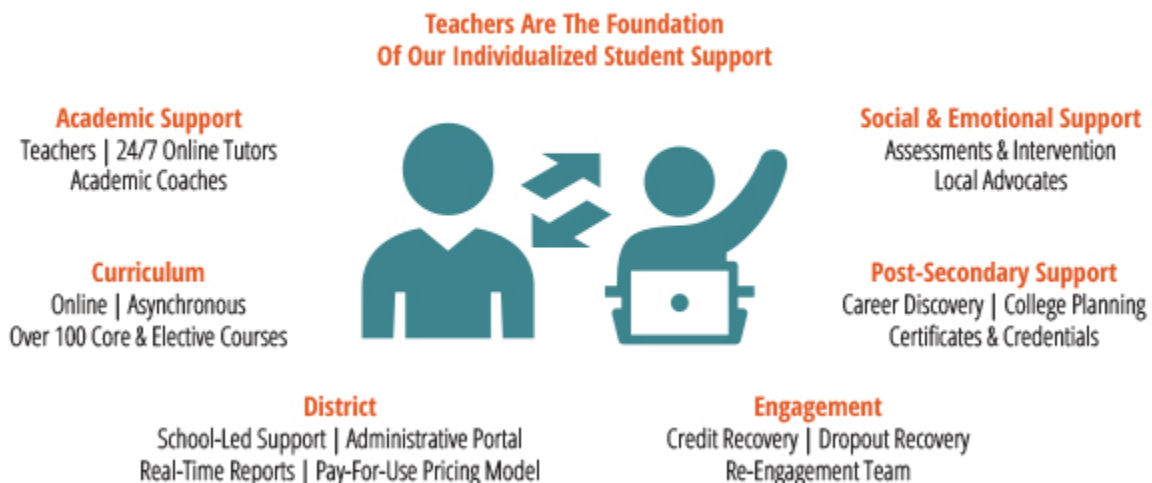
From the dropout recovery programs and alternative education academies we build with our school district partners, to our fully accredited online private school, to the workforce diploma programs we've launched across the nation for adult learners, we're committed to helping students succeed.

The connection between education and life's opportunities is indisputable - and the benefits, not just to individuals but their communities, are clear. High school graduates are more likely to be employed and earn a higher wage than individuals without a diploma. They're less likely to be dependent on taxpayer-funded social programs and are far less likely to end up in the criminal justice system.

Graduation Alliance provides a comprehensive slate of data-driven solutions to ensure all students are on track for graduation and planning for successful post-secondary lives.

We don't just create programs, we provide individualized on-demand solutions, including comprehensive curriculum, college and career planning resources, and multiple layers of social and academic support - especially for those facing substantial life challenges.

SERVICES BASED ON NEEDS



INDIVIDUALIZED SOLUTIONS FOR EVERY TYPE OF STUDENT & DISTRICT NEED

TIER 1: Single Course

Provides school with one concurrent course and a highly qualified teacher per individual student based on their needs. Includes teacher-led courses, student reporting, and program monitoring.

Types of uses for the Single Course tier:

- Student in need of original credit due to missing or failing a course
- Additional elective options
- Teacher resource limitations
- Summer school
- Scheduling conflicts

TIER 2: Multi-Course

A school-led solution to offer virtual curriculum to meet the needs of unique students who are otherwise academically successful but are dealing with life challenges and can't attend school. Includes unlimited teacher-led courses, student reporting, and program monitoring.

Types of uses for the Multi-Course tier:

- Hospital or homebound
- Credit deficient
- Students enrolled in an onsite part-time alternative program
- Districts wanting to offer blended learning options

TIER 3: Support Services

A Graduation Alliance led solution to offer virtual curriculum to meet the needs of unique students who are dealing with life challenges and can't attend school but need additional layers of support to ensure success. Includes unlimited teacher-led courses, transcript review, learning plan development, student registration, academic coaching for pacing & progress, 24/7 tutors, student reporting, and program monitoring.

Types of uses for the Support Services tier:

- Expelled, homebound or hospitalized

- Chronic absenteeism
- Limited administrative support
- Districts wanting to offer blended learning options with student support

TIER 4: Dropout Recovery

A Graduation Alliance led solution to offer the at-risk population 360 degrees of support. This tier not only includes unlimited teacher-led courses, transcript review, learning plans, student registration, academic coaching, 24/7 tutors, student reporting and program monitoring but additional layers of social & emotional support through assessments and local advocate, post-secondary planning for college & careers, and 4G internet enabled laptops.

Types of uses for the Dropout Recovery tier:
 Students who cannot or will not attend school:

- Severely behind in credits
- Family complications
- Social & emotional issues
- Parent and/or parenting

Courses Available

English	World Languages
Math	CTE
Science	Test Preparation
Social Studies	Honors
Advanced Placement	Social Emotional Learning
General Electives	Subscription-Based Learning

*For a complete list please see School Administrator

Students who choose to go Online through Hillman Community Schools can make the decision at: 1. The start of the school year 2. The end of the school year 3. At semester time.

*Once a student and parent has made the decision: They will be in that learning mode until the time of one of the options above.

* Rest of the handbook is the Same as Hillman Community Schools Student Handbook. Please see website for more information.

Do you give permission for your child to have an online services account?

Yes / No (circle one)

I agree to and understand the responsibilities my child has using the online services provided as an online learner through Hillman Community Schools. I also understand that if my child breaks any of the rules in the agreement, that the principal may take disciplinary action as provided in policies of the school.

Name of Parent: _____

Signature of parent: _____

Name of Student: _____

Signature of Student: _____

Date: _____

Note: while every reasonable effort is made by school to prevent student exposure to inappropriate online content when using our services, it is not possible to completely eliminate the risk of such exposure. Hillman Community Schools cannot filter Internet content accessed by your child from home or from other locations away from school. Hillman Community Schools recommends the use of appropriate Internet filtering software.

Office use only: Date processed:

/ / Processed by (initials):

Note: This permission slip should be filed by the teacher and a copy provided to the parent.

