



LCHS & LVP UPDATE

April 8, 2026



LCBS & LVP TOPICS

- **Board Goal**
- **Type of Virtual Students in LCS**
- **Ways we are Working Towards our Goal**
 - **Ruby Payne**
 - **Student Testimonials**
 - **LV/LVP Update**
 - **LCS Virtual Curriculum**

BOARD GOAL

- **Goal 1: Provide every child access to an aligned, high-quality curriculum from early childhood to post-secondary attainment**
 - Strategy 1.2: Ensure that every student has the opportunity to take meaningful steps toward their post-secondary career.
 - Benchmark 1.2.D: 80% of students taking a virtual course through LCS will complete with a passing grade

BOARD GOAL DATA

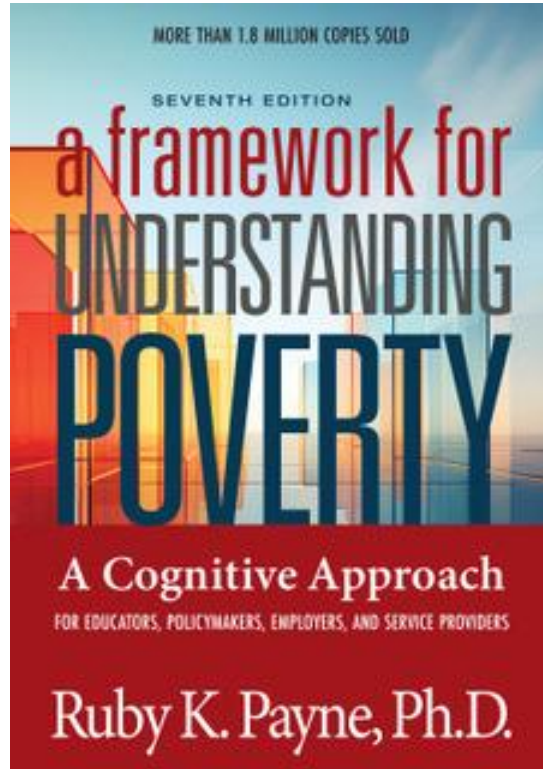
School Year	LCS January % Passing	LCS June % Passing
2018-2019	72%	73%
2019-2020	72%	72%
2020-2021	68%	73%
2021-2022	72%	76%
2022-2023	70%	72%
2023-2204	75%	74%
2024-2025	77%	76%
2025-2026	79%	

TYPES OF VIRTUAL STUDENTS

- **Lapeer Virtual Students**
 - Full time student
 - Enrolled in 3 or more virtual courses, including core courses
- **Lapeer Community High School Students**
 - Full time student
 - Enrolled in 6 virtual courses
- **1/2s**
 - Full time student
 - Enrolled in 1 or 2 virtual courses
 - After school campus (credit recovery)
- **Lapeer Virtual Partnership Students**
 - Enrolled in 2-5 elective courses only
- **Two-day Program & OLE**

How are we working towards this goal?

- **Ruby Payne**
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- **LCS Virtual Curriculum**



SEVENTH EDITION

a framework for
UNDERSTANDING
POVERTY

A Cognitive Approach

Ruby K. Payne, Ph.D.

aha! Process, Inc.,
Highlands, TX, ahaprocess.com

Outcomes and Road Map



Framework Workshop

3 GOALS

- ♦ Improve teacher-student relationships
- ♦ Increase student achievement
- ♦ Reduce discipline referrals

Better Student-Teacher Relationships	Relationships with Students 	Hidden Rules 	Resources 
Higher Achievement and Test Scores	Language Formal Register 	Abstract Representational Systems/Mental Models Person photo Concrete ... abstract	Question Making 
Fewer Discipline Referrals and Parent Incidents	Planning 	Behavior – Voices and Triangles 	Parent/Family Resources and Stability 

RESOURCES

*To better understand people from poverty,
the definition of poverty will be:*

**“ The extent to which
an individual does
without resources. ”**

**Which resource on
the list is most
linked to personal
bankruptcy?**

**Which linked to
lifetime success?**

- Financial
- Emotional
- Mental
- Spiritual
- Physical
- Support Systems
- Relationships/Role Models
- Knowledge of Hidden Rules

CONTINUUM OF RESOURCES

UNDER-RESOURCED		RESOURCED
Instability/crisis	.....	Stability
Isolation	.....	Exposure
Dysfunction	.....	Functionality
Concrete reality	.....	Abstract representational reality
Casual, oral language	.....	Written, formal register
Thought polarization	.....	Option seeking
Survival	.....	Abundance
No work/intermittent work	.....	Work/careers/larger cause
Poverty	.....	Wealth
Less educated	.....	More educated

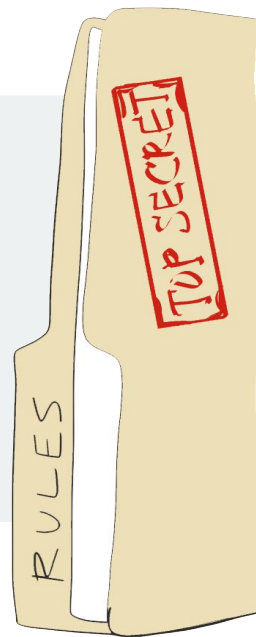
KEY POINT

Most schools and businesses operate from middle class norms and values.



ACTION 2

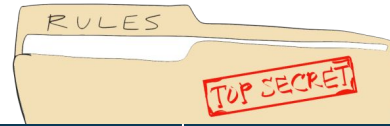
Teach students the
hidden rules
of the school.



WHY?

Hidden rules break relationships,
and without relationships,
learning is decreased.

HIDDEN RULES of Economic Class



	POVERTY	MIDDLE CLASS	WEALTH
POSSESSIONS	People.	Things.	One-of-a-kind objects, legacies, pedigrees.
MONEY	To be used, spent.	To be managed.	To be conserved, invested.
PERSONALITY	Is for entertainment. Sense of humor is highly valued.	Is for acquisition and stability. Achievement is highly valued.	Is for connections. Financial, political, social connections are highly valued.
SOCIAL EMPHASIS	Social inclusion of the people they like.	Emphasis is on self-governance and self-sufficiency.	Emphasis is on social exclusion.
FOOD	Key question: Did you have enough? Quantity important.	Key question: Did you like it? Quality important.	Key question: Was it presented well? Presentation important.
CLOTHING	Clothing valued for individual style and expression of personality.	Clothing valued for its quality and acceptance into the norms of middle class. Label important.	Clothing valued for its artistic sense and expression. Designer important.
TIME	Present most important. Decisions made for moment based on feelings or survival.	Future most important. Decisions made against future ramifications.	Traditions and past history most important. Decisions made partially on basis of tradition/decorum.

Student Testimonials



Sorianna Lugo

**Lapeer
Community
High School
Seniors**



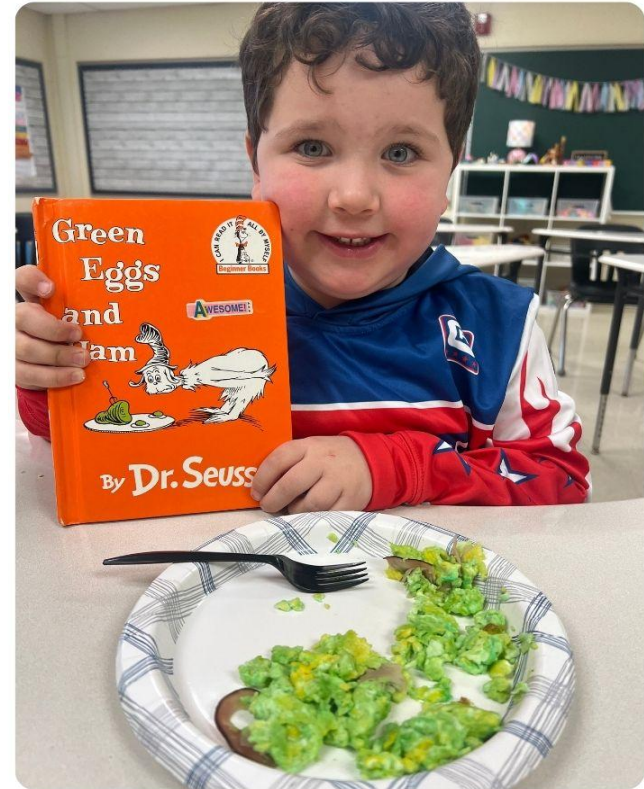
Olivia Thomas

READING SUPPORTS

Wednesday we offer Adventure in Bookland



**We had 100 student participate
1300 Entries**





MATH NIGHT- A WIN FOR OUR STUDENTS



DROP IN TUTORING SUCESS STORIES

PARENT

My son, Nate, is a sophomore at LVP. They take the time to explain the problems, and, in turn, this helps him build confidence to work more independently at home. It has been a game-changer. - Jamie

TEACHER

When the student first started, he was hesitant to join the two-day program or tutoring sessions. Now, he feels confident enough to participate in the two-day program and uses drop-in tutoring a few times each week.

LVP - Custom Curriculum Project

Our Team is AMAZING!



A photo of some of the LVP team in our “math shirts.”

LVP - Custom Curriculum Project

The Problem



Maggie



Joe



Pam

LVP - Custom Curriculum Project

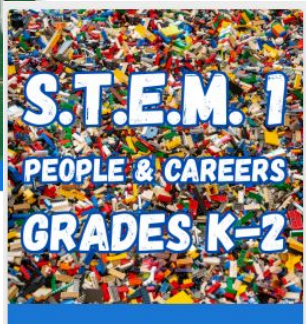
The Pivot



Elementary Spanish 1

Elementary Spanish 1

25-26 Year



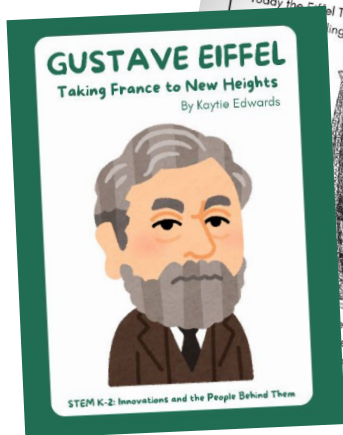
S.T.E.M. 1 PEOPLE & CAREERS GRADES K-2

S.T.E.M. 1 - K-2 People
& Careers

25-26 Semester 1



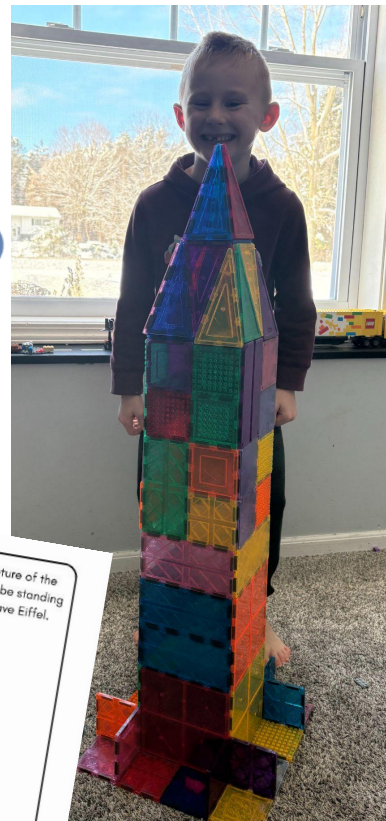
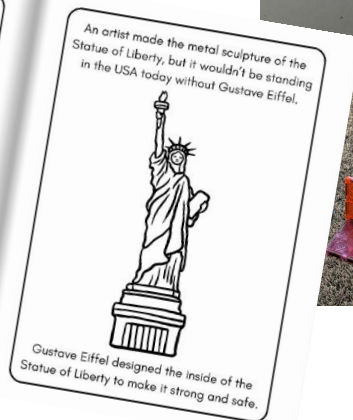
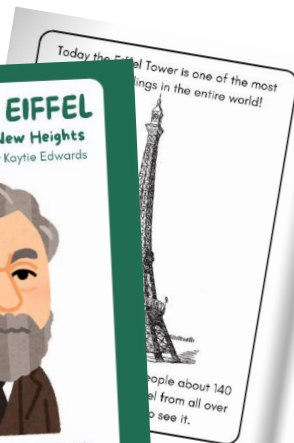
AGILIX
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GUSTAVE EIFFEL

Taking France to New Heights
By Kaylie Edwards

STEM K-2: Innovations and the People Behind Them



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The Impact

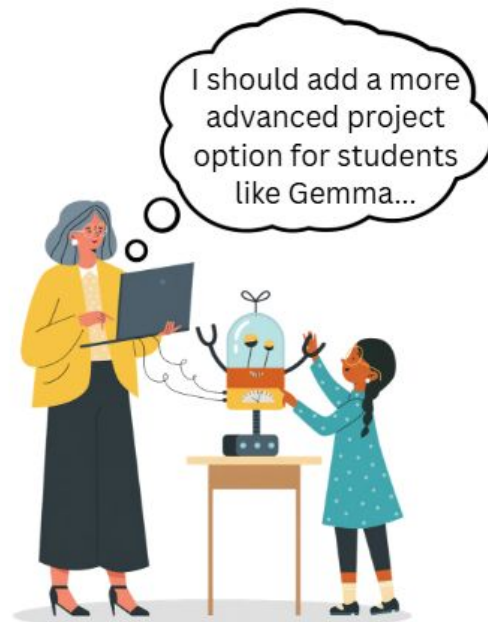


Maggie

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Joe



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The Future





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