



**GREAT LAKES**  
LEARNING ACADEMY

**Great Lakes Learning Academy  
District Handbook  
2021-2022**

This student handbook is board approved. Revisions may occur as needed. The latest version of the handbook can be found on the GLLA School Website or by requesting a copy from the school.

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## 1.0 DISTRICT MISSION AND OVERVIEW

### 1.1 Mission Statement

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The mission of Great Lakes Learning Academy (GLLA) is to focus on empowering our students to achieve academic success while creating a community of respect and responsibility through an adaptive learning program.

#### *Vision*

Great Lakes Learning Academy engages students where they are on their academic journey and prepares them to be globally competitive for college and careers.

#### *Values*

Finally, the values of Great Lakes Learning Academy include safety, collaboration, communication, professionalism, academic success, high expectations, and a student centric approach.

## 2.0 SCHOOL ORGANIZATION AND ROLES

### 2.1 Roles and Responsibilities

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A primary goal at GLLA is encouraging parent involvement. Select the link below to review a copy of GLLA's Title 1 Parent Involvement Policy and Compact developed as part of the Title 1 funding plan. Feedback is welcome; please send a message to the Dean of Students.

[GLLA Title 1 Parent Involvement Policy](#)

[GLLA Title 1 Parent Involvement Compact](#)

## 2.2 School Structure

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In order to meet the needs of all of our students, GLLA provides two different paths for students. Our traditional path, for students in grades 6-12, offers a traditional schooling experience for students focusing on college and career readiness skills intended to prepare students for entry into a post-secondary career or vocational training opportunities, military options, and other traditional approaches to post-secondary options. Our second option is our alternative path for students in grades 9-12. With this option, high school students who have experienced significant barriers to success in high school will have an option for a more flexible and focused approach to their schooling.

Participation in the alternative path for students in grades 9-12 will be provided by request or assigned as appropriate for students who meet eligibility criteria, including:

- Student age outside typical grade level parameters by one or more years
- Student's age will put the student at risk for completing graduation requirements before they exceed allowable age parameters for enrollment
- Student is off cohort for graduation by more than a semester
- Student has failed 3 or more core classes
- Student was retained in grades 5-8
- Student enrolled late by greater than 45 days into the school year
- Student has dropped out of school for at least 1 semester

## 2.3 School Information

<b>School</b>	<b>School Contact</b>
<b>School Phone Number</b>	(517) 381 - 5062
<b>School Fax Number</b>	(517) 381 - 5090
<b>School Address</b>	2875 Eyde Parkway, Suite 200 East Lansing, MI 48823
<b>School Hours</b>	8:00 a.m. – 4:00 p.m., M-F
<b>Technical and General Support</b>	Scott Kaminski (480) 498 - 6145
<b>Executive Director</b>	John Jaquith <a href="mailto:john.jaquith@glla.org">john.jaquith@glla.org</a>
<b>Director of Curriculum and Instruction</b>	Brian Titsworth <a href="mailto:brian.titsworth@glla.org">brian.titsworth@glla.org</a>
<b>Principal</b>	Kelli Marcus <a href="mailto:kelli.marcus@glla.org">kelli.marcus@glla.org</a>
<b>Assistant Principal</b>	Sam Bonner <a href="mailto:sam.bonner@glla.org">sam.bonner@glla.org</a>
<b>Assistant Principal</b>	Scott Allen <a href="mailto:scott.allen@glla.org">scott.allen@glla.org</a>
<b>Dean of Students</b>	
<b>Title IX Coordinator</b>	Theresa Sprouse <a href="mailto:theresa.sprouse@glla.org">theresa.sprouse@glla.org</a> John Jaquith <a href="mailto:john.jaquith@glla.org">john.jaquith@glla.org</a>
<b>Director of Special Education</b>	John Jaquith <a href="mailto:john.jaquith@glla.org">john.jaquith@glla.org</a>
<b>Email</b>	All staff can be reached by emailing their <a href="mailto:firstname.lastname@glla.org">firstname.lastname@glla.org</a>
<b>Board of Directors</b>	Refer to the <a href="#">Board Info webpage</a> for most current contact information.

### 2.3.1 2021-2022 District School Year Calendar

*\*Specific school calendars can be found in individual school supplements.*

August 19, 2021	Teachers Report for the 2021-2022 School Year
August 30, 2021	First Day of Fall Semester
September 3 - September 6, 2021	Labor Day Holiday, No School
September 27 - October 15, 2021	Fall NWEA Testing
November 25 & 26, 2021	Thanksgiving Holiday, No School
December 23, 2021 - January 1, 2022	Winter Holiday, No School
January 15, 2022	MLK Day, No School
January 19, 2022	First Day of Spring Semester
January 31 - February 18, 2022	Winter NWEA Testing
March 28 - April 1, 2022	Spring Break, No School
April 11 - May 27, 2022	Mandatory State Testing Window
May 2 - May 20, 2022	Spring NWEA Testing
May 30, 2022	Memorial Day, No School
June 2, 2022	First Day of Summer Semester
July 4, 2022	4th of July Holiday, No School
July 29, 2022	End of School Year

### 2.3.2 Required Instructional Hours

All students must meet the Michigan minimum requirements of 1,098 instructional hours and a minimum 180-day school year.

For middle school students, this averages to 6.1 hours per day or 30.5 hours per week. Middle school runs during the traditional school year with no pacing options.

For high school students, how required hours are met will vary based on the pacing option selected. **Note that high school students will need to select one of the following pacing options:**

**Standard Graduation Pace** high school students attend school for a minimum of 180 days, at 6.1 hours per day during fall and spring semesters, for a total of 1098 hours annually.

**Extended Graduation Pace** high school students attend school for 180 days, at 5.1 hours per day during the fall and spring semesters, for a total of 918 hours for the fall and spring semesters. Extended students then must also complete a summer session of approximately 8 weeks, taking two (2) courses at 2.1 hours per course per day (4.2 hours total, totaling 180.6 hours for the summer session), bringing their annual total to 1098.6.

**Accelerated Graduation Pace** high school students attend school for a minimum of 180 days, at 6.1 hours per day during fall and spring semesters, for a total of 1098 hours for the fall and spring semesters. Accelerated students then also take from one (1) to four (4) classes during the summer session at 2 hours per course per day. Accelerated students must take at least 1 summer session course, and may not take more than 4. If Accelerated students average 2 credits (4 classes) per summer session, they may be able to finish high school in three (3) years.

**Note:** *the hours noted above are the minimum hours required by the state. All students are responsible for mastering all material which may require additional time.*

#### *Pacing Options for High School Students*

As listed above, GLLA high school students have the option of enrolling in a **Standard Graduation Pace**, an **Extended Graduation Pace**, or an **Accelerated Graduation Pace**. These options are described in the chart below and in the Required Instructional Hours section.



Graduation Pace Option	Description	Total Number of Credits per School Year
<i>Standard Graduation Pace</i>	<i>Student participates in Fall and Spring semesters carrying full course load</i>	<i>6.0 credits</i>
<i>Extended Graduation Pace</i>	<i>Student participates in Fall and Spring semesters taking fewer courses AND in the Summer session carrying the remaining credits to meet full year requirements</i>	<i>6.0 credits</i>
<i>Accelerated Graduation Pace</i>	<i>Student participates in Fall and Spring semesters taking a full course load AND in a Summer session carrying additional courses to exceed full year requirements</i>	<i>6.5 - 8.0 credits</i>

**2.4 Enrollment, Withdrawal, and Transfers**

During the enrollment process, traditional high school students will need to commit to one of the three available pacing options described above.

For all students the following documents must be provided prior to enrolling in GLLA:

- Proof of Residency
- Proof of Age
- Immunization Records

The school will also request any copies of prior state achievement test scores, but will not require them as a condition of enrollment.

**2.4.1 Maximum Age to Enroll**

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

- Traditional high school students who turn 20 on or before September 1<sup>st</sup>
- Alternative path students who have experienced significant barriers to their education who turn 22 on or before September 1<sup>st</sup> (note, students must meet strict criteria or will be subject to general education age maximum of 20 on or before September 1<sup>st</sup>)
- Students who receive special education and related services necessary to progress with their academic achievement who turn 26 on or before September 1<sup>st</sup>

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

### *Enrollment of Students Suspended/Expelled from Another School*

Students who have been suspended or expelled from another school may not enroll in GLLA until their term of suspension or expulsion is over. This also applies to students who are in the process of expulsion from their previous school (i.e. Board recommendation has been made, but no board action has taken place).

### **2.4.2 Mid-Year Enrollment**

Students may enroll after the start of the school year. Once the district has reached the cap for enrollment, new applicants will be placed on a waitlist. Students will be removed from the waitlist and enrolled as space becomes available. Families should contact the enrollment team for details on the school's enrollment capacity at the given time throughout the application process. Families enrolling mid-year are subject to all the same enrollment requirements as families that enroll prior to the start of the school year.

### *Additional Information*

Students entering mid-semester submit report cards, progress reports, and/or teacher notes from their previous school as part of the enrollment process. Great Lakes Learning Academy teachers review the student's work and progress up to that point in the semester, and enter an equivalent grade into the Great Lakes Learning Academy grade book that represents the student's efforts at the previous school. That grade will be averaged in with the Great Lakes Learning Academy grades earned in that same semester.

Students entering after the beginning of a semester who have not been enrolled or attending classes at a previous school (and therefore do not have a current schedule to generate grades to be used for averaging) will be subject to enrollment in a reduced number of courses for the semester entering based upon individual circumstances. Students will be given a full schedule for the next semester after enrollment.

<b>2021-2022 Fall Semester Enrollment Date</b>	<b>Weeks left in Semester</b>	<b>Number of Enrolled Courses</b>
August 30 - September 24	13-17	6
September 27 - October 22	11-12	5
October 25 - November 5	9-10	4
November 8 - November 19	7-8	3
November 22 - December 3	5-6	2
December 6 - December 17	2-4	1
<b>2021-2022 Spring Semester Enrollment Date</b>	<b>Weeks left in Semester</b>	<b>Number of Enrolled Courses</b>
January 20 - February 12	16-18	6
February 13 - February 28	13-16	5
March 2 - March 13	11-12	4
March 16 - March 27*	9-10	3

*Please note: Enrollment after this date (\*) during spring semester requires students to attend our summer semester and will prompt students to be enrolled in summer semester courses due to problems with technology being ordered/delivered in a timely manner due to the semester end date.*

### **2.4.3 Dual Enrollment in another K-12 Program**

Because the school is a full-time program, students may not be concurrently enrolled in another public school.

### **2.5 Mandatory Testing**

All students at GLLA are required to participate in state testing. Currently, this includes the

Michigan Student Test of Educational Progress (M-STEP) in Language Arts, Mathematics, Science & Social Studies, the College Board PSAT 8/9, PSAT 10, or SAT, and the ACT WorkKeys. All required state tests are given in-person at College Board approved locations across the state.

Additionally, students at GLLA participate in the NWEA MAP interim assessment multiple times throughout the school year. NWEA MAP is taken at home on your computer and does not require students to travel to an in-person testing location.

All students in grade 6 & 7 will participate in:

- interim assessment: NWEA MAP in September, January, and May (at home)
- State testing: M-STEP for Language Arts & Mathematics (in person)

All students in grade 8 will participate in:

- interim assessment: NWEA MAP in September, January, and May (at home)
- State testing: PSAT 8 (in person)
- State testing: M-STEP Science and Social Studies (in person)

All students in grade 9 will participate in:

- interim assessment: NWEA MAP in September, January, and May (at home)
- State testing: PSAT 9 (in person)

All students in grade 10 will participate in:

- interim assessment: NWEA MAP in September, January, and May (at home)
- State testing: PSAT 10 (in person)

All students in grade 11 will participate in the following assessments:

- interim assessment: NWEA MAP in September, January, and May (at home)
- MME which includes: SAT, WorkKeys, & M-Step (in person)

All students, 6th-12th grade, who have multiple languages spoken in their home and receive English Language Learner Services must participate in yearly WIDA testing to assess English language proficiency.

Students in grade 12 who did not take the MME in 11th grade will be required to participate in the MME in 12th grade.

More specific information about which tests will be administered and when will be posted by the principal once the school year is underway, including specific dates, required grades, and locations. Refer to the Michigan Department of Education’s website for additional information:

- [Michigan Educational Assessment Program](#)
- [Michigan Merit Examination](#)

### 3.0 ATTENDANCE

#### 3.1 Marking and Verifying Attendance

Any Teacher, Principal, or Designated Staff Member can document student attendance in PowerSchool.

##### *GLLA Absence Codes and System Controls*

The attendance codes will be implemented in the following manner:

Code	Definition	Who Records?	Who can edit code before lockdown?	Who can edit code after lockdown?
E	Excused	Teacher, Principal, or Staff Member (with log note)	Teacher, Principal, or Staff Member (with log note as to why)	Principal or Dean of Students
U	Unexcused	Teacher, Principal, or Staff Member (with log note)	Teacher, Principal, or Staff Member (with log note as to why)	Principal or Dean of Students

### [GLLA Attendance Responsibilities](#)

**Monitor Attendance and Address Engagement Concerns** – School Personnel monitor and review attendance records on a regular basis. If a teacher has concerns about a student's attendance, they may: speak with the building Assistant Principal, speak with the Dean of Students, or place a referral to the Academic Engagement Team for further assistance.

**Official Attendance Record** – the GLLA attendance system in PowerSchool is the official record for attendance.

The final decision about whether an absence is considered excused or unexcused will be made by the principal and/or dean of students.

## **3.2 Truancy**

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In order to maximize student learning, regular attendance is imperative. The GLLA program offers a great deal of flexibility about how many hours students spend each day on school work and on what days of the week they complete that work. Due to this flexibility, GLLA has zero tolerance for truancy. Caretakers are held legally responsible for ensuring that their students are fully participating in school. The information below is intended to help Caretakers understand how to avoid having their student be considered truant and to understand the consequences of truancy.

### [Attendance Policies and Grades](#)

*\*up until age 18 as stated in the first paragraph*

In order to avoid truancy, the Caretaker must ensure that the following activities are regularly taking place:

- The student completes all assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours as outlined in the *Required Hours of Instruction* section (Section 2.3.2) of this handbook.
- The student is available for regularly scheduled synchronous contact with teachers.
- The student attends all assigned Synchronous® sessions.
- The student is able to demonstrate that they are doing their own schoolwork.
- The student completes mandatory online interim testing as well as in-person state testing.

- The student or caretaker has communicated with the school in advance if they need to deviate from the regular school calendar (for example, switching a vacation and school day).

Teachers will follow a protocol to work with a student and family that has not met participation expectations to attempt to get the student back on track. Students who do not successfully engage with their teacher or do not successfully complete expectations will be considered disengaged and may be subject to being withdrawn from the school and/or a truancy petition will be filed within the county of the student's residency.

**Truant** means a child who has ten (10) or more unexcused absences per school year. A child should be counted as truant only once in a given school year. Once deemed truant, a child shall be monitored throughout the school year until improved attendance is consistent.

**Chronically Absent** means absent for 10% or more of the enrolled school days in a school year, whether absenteeism is due to unexcused, excused, or disciplinary absences. (For instance, missing 3 days of school the first month of the year; 8 days in the first half of the year; or 18 days in the entire school year.) Note: All absences for the school year should be counted, even if they have carried over from a different school.

#### *Definition of "A Day of School" at GLLA*

In order to be successful at GLLA, students must attend school regularly. Students and Caretakers should set aside time to work on classes in a quiet place where they can focus and be free of distractions.

Missing a day's worth of hours in a week may be considered a day of unexcused absence if the student or Caretaker does not provide acceptable documentation to the school for those missed hours to be considered excused.

## **4.0 NATIONAL HONOR SOCIETY AND NCAA**

### **4.1 National Honor Society**

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Students who are in good academic standing, have attended GLLA for at least one semester, and meet other requirements, may be eligible to join the National Honor Society. Please contact the school counseling department for more details.

## 4.2 National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Many of GLLA's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the [NCAA Eligibility Center](#) for more information.

## 5.0 HIGH SCHOOL PROGRAMS AND POLICIES

### *Promotion*

At the time of a student's enrollment, school counselors will establish estimated grade levels based on preliminary information about previously earned credits. Student grade levels will be updated once per school year – at the end of the school year in August. The automatic adjustments are based on the student's earned and verified credits recorded in GLLA.

In certain situations, the counselor, in consultation with the student, caretaker, and/or school administrator, may adjust the student's grade to most appropriately match the student's current academic needs.

The following credits are required to be promoted from one grade to the next:

Classification	Grade	Credits Earned
Freshman	9	0.0 - 4.9
Sophomore	10	5.0 - 9.9
Junior	11	10.0 - 15.9
Senior	12	16.0 +



## *Graduation and Diploma Requirements*

To be eligible to graduate and receive a diploma from Great Lakes Learning Academy, a student must meet **all** of the following requirements:

- Be enrolled at GLLA during the semester immediately prior to graduation, and **not** be full-time enrolled in any other school.
- Earn a minimum of 5 of the credits (or 10 courses) required for graduation at GLLA\*, with at least 1.5 of these credits (or 3 courses) earned in the semester immediately prior to graduation.
- Earn the total number of credits (in specific content areas and subjects as outlined in the school Supplement).
- Complete required online formative and in-person state tests or meet alternative requirements for standardized tests as provided by Michigan law and the school's authorizer.
- Meet any other additional graduation requirements required by the school or state.

*\*Credits earned at another school may be included in this total, however, these credits may be subject to audit.*

Under certain circumstances, a student may earn a certificate of completion rather than a diploma.

## *Early Graduation - 3 Years*

On an accelerated path, students can possibly graduate in 3 full years versus the traditional 4 years of high school instruction. When this occurs, GLLA will take the following steps:

At the close of the semester, the school principal, counselor, and dean of students will review each senior's records to ensure that these students have completed all graduation requirements. The principal will then initiate the "withdrawal for graduation" process in GLLA for those students who have completed all requirements.

Official transcripts will be available by contacting the school.

## *Early Graduation - Prior to the end of the Academic School Year*

Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the school principal. The principal and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. If the principal grants approval for early graduation, they will initiate the "withdrawal for graduation" process.

### *Area and Subject Requirements*

Great Lakes Learning Academy uses a standard whereby one credit equals approximately 180 hours of instruction within a school year (sometimes referred to as Carnegie Units).

Please see school specific supplements for required credits.

### *Grades and Grade Point Averages*

Students must demonstrate proficiency in a course in order to earn credit for it. Courses with earned grades below 60% (D-/1.0) will not be awarded credit, but will appear on student records and will be included in a student's grade point average (GPA). Grade point averages will only include graded courses.

<b>Grade</b>	<b>Grade %</b>	<b>Passing?</b>	<b>GPA Equivalent</b>	<b>Proficiency Scale Points</b>
A+	98-100	Yes	4.000	4
A	92-97	Yes	4.000	4
A-	90-91	Yes	3.677	4
B+	88-89	Yes	3.333	3
B	82-87	Yes	3.000	3
B-	80-81	Yes	2.677	3
C+	78-79	Yes	2.333	2
C	72-77	Yes	2.000	2
C-	71-70	Yes	1.677	2
D+	68-69	Yes	1.333	1
D	62-67	Yes	1.000	1
D-	61-60	Yes	0.677	1
F	0-59	No	0.000	0

*\*The cumulative GPA is calculated to the thousandth of a point.*

### [Release of High School Records](#)

Great Lakes Learning Academy will provide educational records, including official high school transcripts, test scores, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only with prior written approval from the student's parent(s)/legal guardian(s), or from the student if he or she is aged 18 or older or an emancipated minor.

In order to ensure that application deadlines are successfully met, we require advance notice of at least **10 working days for requests to provide educational records** to students, Caretakers, and/or third parties. We require **30 days' notice for letters of recommendation**. Requests for records should be made in writing to the school counselor.

### [Prerequisites](#)

Students must meet all course prerequisite requirements prior to registration in them. Prerequisites are listed by each course's overview in the course catalog.

### [Duplicate Course Work: Repeating a Course](#)

A student may repeat a course in order to improve a grade with school counselor's approval. The student's transcript and GPA will incorporate both occurrences of the course, and both grades. The repeated course will be counted as an elective.

### [Schedule Changes](#)

Students may request changes to their schedules within the first two (2) weeks of the start of the fall or spring semester and within the first week of the start of the summer semester, or, if enrolled after this, within one (1) week of enrollment. To add or drop a course, a parent must make a request of the school counselor, if the student is under 18 years of age.

### [Transcripts](#)

To request an official copy of a transcript, families can contact their student's guidance counselor. Official transcripts are generated and submitted electronically to colleges/universities through [Parchment](#). Hard copy transcripts can also be sent. They will have official school signatures, raised seals, and are sent in a sealed envelope.

### *Credit from other Schools*

As part of the enrollment process, families submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to Great Lakes Learning Academy. The school counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. Official transcripts are required within the first 30 days of school for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official Great Lakes Learning Academy transcript will display both the credits earned at Great Lakes Learning Academy as well as any transfer credits.

### *Credit for coursework completed in a non-standard school program*

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative, or international schools. All credit from homeschool, non-accredited public, private, alternative, or international schools will transfer in as Pass/Fail.

There are three options for requesting and being granted credit by GLLA for coursework completed in a non-standard school program:

1. **Assessment:** the student takes and achieves a passing grade (D-) on the Great Lakes Learning Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. Alternatively, the student may take a state-approved standardized test. If the student achieves a score of "Proficient" or higher he or she is granted credit for that course. The test(s) must be taken in a school-approved proctored setting.
2. **Portfolio:** The student submits a portfolio documenting coursework, which may include:
  - Samples of prior work
  - List of texts used in prior courses
  - Artwork
  - Writing samples
  - Report card from prior school/home school
  - Student Interview
  - Other materials as requested by the school counselor

The portfolio is reviewed by each content area teacher. The content area teachers make a recommendation about credit(s) to be granted for the student's prior coursework and final approval will be made by the building principal and/or dean of students.

For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and French I & II, is granted credit for each of the courses documented and is placed in Great Lakes Learning Academy at the grade level appropriate for the number of credits granted.

The school counselor and/or principal may review the student's portfolio along with the content area teachers, where applicable.

3. **Competency:** Based on a portfolio of materials similar to, but perhaps less comprehensive than that listed in #2, the subject area teacher makes a decision about where to place the student. After the student has completed one full semester at GLLA, the student's progress in the Great Lakes Learning Academy course(s) is reviewed. If the student earns a passing grade in the Great Lakes Learning Academy course that follows a course taken in a non-standard school the first time it is taken, the counselor awards credit(s) for the course(s) taken in the non-standard school. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

Students may use any combination of the above-listed methods for requesting credit. For example, a student may choose option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign languages.

### *Path to Homeschool*

Students seeking credit through the 'Path to Homeschool' must contact their counselor within two (2) weeks of receipt of notification that they have been placed in courses pending confirmation of homeschool credit. A plan, including a due date, will be developed. Students who do not meet the agreed-upon deadlines may forfeit their ability to earn credits through the 'Path to Homeschool'.

### *Post-secondary Enrollment/College Courses*

Families must consult with the school counselor for permission to earn high school credit for college courses taken while the student is still enrolled in GLLA. Students wishing to earn high school credit for college courses must have written approval of the school counselor prior to registering for the college course. The school counselor will work with the parent and student to determine the amount of high school credit that a college course could earn. Typically a 3, 4, or 5 credit college course will equate to 0.5 credit at GLLA. In order to receive high school credit for a college course, the student must pass the course with a grade of D- or higher and present an official transcript to GLLA.

Students who participate in dual enrollment courses through Great Lakes Learning Academy are required to provide an official grade report (transcript or other official document indicating successful completion of the course and grade received) upon completion of the course(s) taken. Letter grades from the dual enrollment course(s) will appear on the Great Lakes Learning Academy high school transcript.

### *Credit for Other Experiences*

Many students are involved in activities outside their school experiences, such as: music, dance, art lessons, foreign language instruction, and participation on athletic teams. While GLLA recognizes the value of these activities, they cannot be used to earn high school credit.

### *Testing Out*

Great Lakes Learning Academy, in compliance with the Michigan Merit Curriculum guidelines, allows students to attempt to “test out” of high school courses in any credit area required for graduation. Testing out allows middle school and high school students to earn high school credit for a course if the student earns a qualifying score (78% or higher) on the testing out assessment(s) selected by GLLA. Students testing out will be required to demonstrate the same level of mastery of the course content as would be expected of a student completing the course. Testing out assessments are very rigorous and may include any or all of the following assessments normally required when taking the course: examination(s), written report(s), research paper(s), portfolio(s), and other assignments.

All testing out assessments will be proctored by GLLA staff. Testing out sessions will be scheduled by the school counselor at a mutually convenient time. Students wishing to attempt testing out must submit a written request to the school at least 10 school days prior to testing being scheduled.

The [Michigan Merit Curriculum Course/Credit Requirements](#) will be the guide for students who seek to review prior to the test. *No books or study materials will be provided by GLLA.* The following important conditions also apply to testing out:

- Students are allowed to attempt to test out of any high school course in any credit area required for graduation.
- Students may only attempt to test out of a course *once*. If the student does not pass the testing out assessment(s), he or she will be required to take the course in the traditional manner in order to receive credit.
- Students may *not* attempt to test out of a class in which they are currently enrolled.
- Students must have taken, or tested out of, any prerequisites for a course before they may attempt testing out for that course.
- Credit earned through testing out *will* count toward the credit requirement of a subject area and towards total credits required for graduation.
- Students interested in National Collegiate Athletic Association (NCAA) eligibility should *not* attempt testing out, as credit(s) earned by testing out will *not* be accepted by the NCAA Eligibility Center.

**Note:** Caretakers and students should understand that valuable course content, information, and discussions are missed when testing out. This may have an impact on a student's MME/SAT test scores. GLLA is not responsible for a student's loss of eligibility for any programs and/or services that do not accept credit through testing out (e.g. NCAA).

### [Use of Seclusion & Restraint](#)

In the event that staff members need to restrain and/or seclude students, it will be utilized in accordance with board policy, which is intended to:

- promote the care, safety, welfare and security of the school community and the dignity of each student

- encourage the use of proactive, effective, evidence and research based strategies and best practices to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase meaningful instructional time for all students; and
- ensure that seclusion and restraint are used only as a last resort in an emergency situation and are subject to diligent assessment, monitoring, documentation, and reporting by trained personnel

In furtherance of these objectives, the Academy will utilize Positive Behavioral Interventions and Supports (PBIS) to enhance academic and social behavior outcomes for all students. PBIS implemented by the Academy will include socially valued and measurable outcomes, empirically validated and practical practices, systems that efficiently and effectively support implementation of these practices, and continuous collection and use of data for decision-making.

### *World Language Proficiency*

A World Language Proficiency Assessment is available to students who believe they have command of a world language. Students can request taking a World Language Proficiency Assessment one time starting in grade 9 and through grade 10. This assessment would take place at the GLLA office in East Lansing. Passing the World Language Proficiency Assessment waives the high school world language requirement. Students do not earn credit. If a student has attended school in another country, where the language used for instruction in the school was the native language of that country, they may be eligible to waive the world language requirement.

Students should speak with their school counselor for more information.

### *Students Driving to Sanctioned Events*

First and foremost, we highly recommend to Caretakers that students *not* be permitted to drive unaccompanied to Great Lakes Learning Academy sanctioned events (“Event(s)”) including State Mandated testing. Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an event without supervision from an adult. In order to be able to drive unaccompanied to a Great Lakes Learning Academy sanctioned event students must meet the following guidelines:



- Must be 18 years of age. Where students are under the age of 18, even though states may permit minors to drive, an adult is required to supervise a minor at an event.
- Must possess a valid driver's license.
- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.
- Obtain School permission to drive unaccompanied to events.

In addition, it is the responsibility of the student who attends an event without a parent, legal guardian, or designated adult to do the following:

- Document parental permission to drive to events for the current school year by submitting a statement including the student's full name, the name of the event, the date(s) of the event, and the full name and contact information (phone number and email address) of the caretaker giving permission.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules and procedures for events.

Under no circumstances shall the school be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at events shall remain the responsibility of their Caretakers. If a student driving to or from an event is involved in an accident, neither the school, its operator, or any other of its agents shall be liable for any injuries or damage; all liability rests with the student, his/her parent/legal guardian and/or any insurance maintained by the parent/legal guardian and/or the student.

Under no circumstances shall students drive other students to an event. If a student or Caretaker nevertheless permits another student or students to ride with him/her, Great Lakes Learning Academy shall not be liable for any injuries or damage to any parties. The student, the student's parent/legal guardian, and/or any insurance maintained by the parent/legal guardian and/or the student, shall be responsible for any and all injuries and/or any damage that may occur. Even if a Caretaker does grant permission for a student to drive unaccompanied, it is

important to note that driving a car to an event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the school at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for events, may have their permission to drive unaccompanied to school events revoked by the school. Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

## **6.0 SERVICES FOR SPECIAL POPULATIONS**

### **6.1 Individuals with Disabilities Education Act (IDEA) Eligible Students**

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#### *Enrollment Requirements*

At the time of enrollment, Caretakers who indicate their student is eligible for special education services are required to submit a complete copy of the most recent Individualized Education Plan (IEP) including any medical, clinical, and or evaluation reports that support the IEP. If these documents are not available, it will be necessary to provide a request for records to the special education department at the previous school.

The Director of Special Education will review all documents upon enrollment. The family will be contacted to discuss any specific needs and gather any missing documents. A temporary permission to place document will be created with the family and a member of the GLLA special education department. Parent signature is required to begin special education services.

The documentation provided will help the GLLA special education team make recommendations for programming. It is necessary to consider- annual review dates, re-evaluation dates, and type of programs and services. In accordance with state and federal laws, GLLA has the responsibility to determine the need for a new IEP meeting within 30 school days.

#### *During the School Year*

Throughout the school year, the GLLA special education team works in conjunction with the general education staff, and administration. This collaboration ensures that all student's individual educational needs are understood. Case managers and general education teachers work closely to monitor programming, accommodations, and overall student needs. During the

course of the year, student's progress will be shared in a variety of ways; including quarterly progress reports, annual IEP team meetings, and frequent contacts.

### *Conducting IEP Meetings*

A student's IEP team is composed of the student, parent caretaker, general education teachers, case manager, service providers, and other individuals deemed necessary. Students that are in high school are asked to participate in post-secondary transition meetings that also could involve outside agencies. Annual IEP meetings are held once a year, or at the request of any member of the IEP team, including the parents/caretaker. Re-evaluation meetings are held every 3 years. At GLLA IEP meetings are held either in person or through a video conference.

### *Special Education and Related Services*

IEP teams may determine that related services such as speech, social work, and other services are necessary. Due to the virtual nature of the school, the services are typically provided digitally through conferencing software in real-time and are HIPAA/FERPA compliant. Some related services are provided to GLLA students by Ingham ISD service providers, among others.

### *New Referrals*

In accordance with state and federal laws, every child has a right to free and appropriate public education (FAPE). Academic difficulties may appear during the school year with some students. parent caretakers, and or teachers have the ability to refer a student to the Student Support Team. The Student Support Team then will create a plan for interventions and academic supports to determine future programming.

A Student Support Team meeting will be set up to discuss concerns, review any existing data, and track attendance. The team will determine what interventions and or services might be needed, and discuss a plan for moving forward. The Student Support Team can consist of any of the following people: administrators, teachers, special education staff, intervention staff, parents, and students.

If the Student Support Team determines special education testing is needed, parents will be included in the process and kept informed. All special education timelines will be followed in accordance with local district, county, state, and federal compliance guidelines. If you should

have any questions during this process, please reach out to the Director of Special Education or the building administrator.

## **6.2 Rehabilitation Act of 1973: Section 504 Eligible Students**

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### *Enrollment Requirements*

Caretakers of students with Section 504 plans seeking to enroll in the school are asked to submit a copy of the Section 504 plan during the enrollment and academic placement process. When a student enters the School with a Section 504 plan developed by a prior school, the school will review the plan and supporting documentation and comply with Section 504.

### *During the School Year*

At the beginning of the school year, the 504 Coordinator works with the building principals and teachers to ensure each student's 504 plan is easily understood and accessible. The student's advisory teacher will be the case manager, ensuring that all accommodations and needed supports are in place.

In accordance with the American's with Disabilities Act, students who have section 504 plans will participate in the general education environment. A student's 504 plan allows them full access to the general education curriculum with accommodations and services deemed necessary by the 504 team. The regular education teachers (with the support of the Section 504 coordinator and/or administration) will implement the provisions of Section 504 plans. Teachers will also have access to information as to accommodations and supports through the student portals.

### *Reevaluation*

Great Lakes Learning Academy will hold an annual review to evaluate student plans and ensure the requirements of Section 504 are being upheld. Transitions from grade to grade or from another school are excellent times to review plans for consistency and make changes necessary. For students who enter the school with an existing Section 504 plan, the schedule for the reevaluation will be determined by the Section 504 coordinator based on the following: how recently the plan was developed, the appropriateness of the plan for the virtual school setting, changes to the student's impairment, any changes in medical need, etc.

### *Section 504 Accommodations*

According to their Section 504 plans, some students qualify for accommodations and support to their educational program. Due to the virtual nature of Great Lakes Learning Academy, the services are typically provided virtually over the internet with real-time conferencing software. The 504 Coordinator ensures the service is provided in compliance with the student's Section 504 plan.

### *New Referrals*

Throughout the year, both teachers and Caretakers may detect that a student is having difficulties with learning and they may believe there could be a need for accommodations and modifications, supplemental aides, and services as required under Section 504. If documented strategies fail, the student will be referred to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team and/or Section 504 Committee. If all the recommended strategies fail, the team (along with the Caretaker) will consider a referral to the school's special education team and/or Section 504 Committee. Once the team receives the referral they will begin the process of determining if the student is in need of evaluations and a Section 504 plan.

Federal law requires GLLA to provide its students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. GLLA is committed to providing its students with equal access to its education program. We provide students with accessibility through resources tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

If your student is in need of assistance in order to fully participate in GLLA's education program, please contact the Director of Special Education, School Administrator, and or the student's advisory teacher.

## 7.0 CONDUCT, DUE PROCESS, GRIEVANCE, AND COMMUNICATION

### 7.1 Bullying and Prohibited Behaviors

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Great Lakes Learning Academy is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Caretaker, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as sex, sexual orientation, race, color, national origin, marital status, or disability.

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

**Harassment** - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other person(s) and serves no legitimate purpose.

**Bullying** – Page 34

**Cyber-bullying** – Page 34

**Hazing** – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse, or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

**Intimidation** – a course of behavior that instills fear or a sense of inadequacy.

**Violence within a dating relationship** - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

**Sexting** - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video which depicts nudity and is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another minor as described above.

**Prohibited behaviors** include all of the above.

The school Administration (and School Board, if applicable) will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or, an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, parent or guardian, or other third-party.

This policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson sessions, participation in clubs and activities, email messages, text messages, discussions, telephonic communications, and message boards; and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities on school property.

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

Any student or student's Caretaker who believes that student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation to the school counselor, dean of students, school principal, assistant principal, or Executive Director. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator or Board official (if applicable). Complaints about prohibited behavior against the school principal should be filed with the Great Lakes Learning Academy Executive Director or the Board President (if applicable). Complaints about prohibited behavior against the Great Lakes Learning Academy Executive Director should be filed with the Board President (if applicable).

Every student is encouraged, and every staff member is **required**, to report any situation that they believe to be prohibited behavior. Reports may be made to those identified above. If a student or other individual believes there has been prohibited behavior, he/she should report it and allow the administration to determine the appropriate course of action. Any teacher, school administrator, or school staff member who does not timely make a written report of an incident of prohibited behavior shall be subject to appropriate disciplinary action in accordance with the school's disciplinary process. All complaints about prohibited behavior shall be kept confidential and be promptly investigated. The school principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether any prohibited behavior(s) were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action, shall be in the report. Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with a written copy of the rights, protections, and support services available to him/her.



If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the school's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for Caretakers, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in this Supplement.

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

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

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

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

### *Complaints*

Students and/or their Caretakers may file written reports regarding any suspected prohibited behavior by notifying the building principal, dean of students, or executive director in writing regarding the details of the incident. Such reports should be reasonably specific including the person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses.

Students and/or their Caretakers may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including the person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing. This written report shall be promptly forwarded by the school staff member and/or administrator to the building principal, dean of students, or executive director for review, investigation, and appropriate action.

### *Privacy/Confidentiality*

The School will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

### *Anti-Bullying and Cyberbullying Policy*

**“Bullying”** means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more persons either directly or indirectly by doing any of the following:

- A. Substantially interfering with educational opportunities, benefits, or programs of one or more persons;
- B. Adversely affecting the ability of a student to participate in or benefit from the school's educational programs or activities by placing such student in reasonable fear of physical harm or by causing substantial emotional distress;
- C. Having an actual and substantial detrimental effect on a person's physical or mental health;
- D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

**“Cyberbullying”** means any electronic communication that is intended or that a reasonable person would know is likely to harm one or more persons either directly or indirectly by doing any of the following:

- A. Substantially interfering with educational opportunities, benefits, or programs of one or more persons;
- B. Adversely affecting the ability of a student to participate in or benefit from the school's educational programs or activities by placing such student pupil in reasonable fear of physical harm or by causing substantial emotional distress;
- C. Having an actual and substantial detrimental effect on a person's physical or mental health;
- D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Since “bullying” also includes “cyberbullying,” any reference in this policy to “bullying” shall also be deemed to refer to “cyberbullying.”

Bullying and cyberbullying are prohibited at school. “At school” is defined as on school premises, at school-sponsored activities or events, such as but not limited to, state testing, field trips, and open houses, in a school-related vehicle, online school-related activities such as LiveLesson sessions, participation in clubs and activities, email messages, text messages, discussions, telephonic communications, and message boards, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Bullying and cyberbullying that does not occur “at school,” as defined above, but that causes a substantial disruption to the educational environment may be subject to disciplinary action in accordance with this policy and applicable law.

### *Reporting and Investigating Reports of Bullying*

Every student is encouraged to report any situation that he or she believes to be bullying behavior directed toward a student to a teacher, a counselor, dean of students, administrator, or other staff member. Staff members shall report any reports made by students or situations that they believe to be bullying behavior directed toward a student to the school counselor, dean of students, school principal, assistant principal, or executive director. Complaints against the school principal shall be reported to the Great Lakes Learning Academy Executive Director or the Board President.

Under state law, a school employee, school volunteer, student, or parent or guardian who promptly reports in good faith an act of bullying to the appropriate school official designated in this policy and who makes this report in compliance with the procedures set forth in this policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. This immunity does not apply to a school official responsible for implementing this policy or for remedying the bullying when acting in that capacity.

Retaliation or false accusation against a target of bullying, a witness, or another person with information about an act of bullying is prohibited. Suspected retaliation should be reported in the same manner as suspected bullying behavior. Making intentionally false accusations of bullying is likewise prohibited. Retaliation and making intentionally false accusations of bullying may result in disciplinary action up to and including expulsion.

All complaints about bullying that may violate this policy shall be promptly investigated and documented. The school principal or designee is responsible for the investigation. If the investigation results in a finding that bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for students, up to and including discharge for employees, and up to and including exclusion from school property for parents, guests, volunteers, and contractors. Individuals may also be referred to law enforcement officials.

Where the investigation results in a finding that bullying has occurred, both the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying shall be notified promptly in writing. In addition, administrators investigating alleged bullying may notify parents of the victim or perpetrator of bullying sooner than the conclusion of the investigation if circumstances dictate such earlier notification.

The school shall document any prohibited incident that is reported and shall document all verified incidents of bullying and the resulting consequences, including the required notification of parents or guardians and any discipline and referrals.

The school principal and the dean of students are the school officials responsible for ensuring that this policy is implemented.

### *Confidentiality*

The School will comply with all applicable laws regarding confidentiality of personally identifiable information within education records. In addition, the identity of an individual who reports an act of bullying or cyberbullying shall be and remain confidential. The school principal, or the school principal's designee, shall ensure that the name of an individual who reports an act of bullying or cyberbullying is withheld from the alleged perpetrator and the perpetrator's parent(s), legal guardian(s) and, representative(s), and is redacted from any report of bullying or cyberbullying that is publicly disclosed.

### *Notification*

This policy will be annually circulated to parents and students and shall be posted on the school's website.

### *Reporting*

As required by state statute, the school shall provide a report of all verified incidents of bullying and other required information to the Michigan Department of Education on an annual basis, according to the form and procedures established by the Department.

As required by state statute, the school's procedures with respect to bullying are contained within this policy, and thus no administrative guidelines accompany this policy.

## 7.2 Discipline and Due Process for Students

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All students enrolled in GLLA are expected to conduct themselves in accordance with the rules of the school, and Caretakers are expected to cooperate with the school staff in helping students to maintain this conduct.

### *Discipline Measures*

There are three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

#### **1. Warning**

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

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

#### **2. Suspension**

When a student is suspended, he or she is temporarily removed from class (GLLA) or a school sponsored program or activity. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the school principal, a student's permission to log on to and/or use parts of GLLA is restricted. Student access to email, the message boards, online clubs/activities, and/or all of GLLA may be revoked. In such cases where the student's access is completely revoked, the Caretaker is responsible for logging on to GLLA and obtaining the student's assignments, responding to email, and recording assessment responses for the student. The student should continue with his or her schoolwork during suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- **Cheating on tests or daily work:** A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- **Plagiarism:** A student's use of another person's words, products, or ideas without proper acknowledgment of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- **Unexcused absence:** An unexcused absence is the absence of a student due to truancy, illegal employment, or parental neglect.
- **Illegal absence:** Illegal absences are unexcused absences by a student who is under the age of 17 who are absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations, and truancy.
- **Abusive conduct:** A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- **Bullying:** A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
- **Harassment:** A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- **Vandalism:** A Student who intentionally damages or destroys school property or records (physical or electronic). In these instances, the school reserves the right to contact the proper law enforcement agency(ies).
- **Theft and robbery:** A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the school reserves the right to contact the proper law enforcement agency.

- **Sexual harassment:** A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- **Violation of acceptable use policy:** Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as Caretakers.

### **3. Expulsion**

When a student is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

When implementing discipline procedures the school will comply with all requirements of the law pertaining to students protected under:

Section 504 of the Rehabilitation Act of 1973

The Individuals with Disabilities in Education Act (IDEA)

The Americans with Disabilities Act (ADA)

#### ***Due Process for Students***

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

#### **Suspension (up to 10 days)**



An informal hearing will be convened with the student, Caretaker, principal, dean of students, and other staff members as appropriate. The principal or the dean of students will inform the student and Caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present his or her version of the occurrence. If the principal or dean of students determines that the incident(s) justifies suspension, written notice will be provided to the student and his/her Caretaker. The student will be provided all due process as required by law.

### **Suspension of an additional 10 days, or an Expulsion**

If the school determines that a student's conduct may warrant expulsion, the principal or the dean of students will provide written notice to the Caretaker of the student of his/her determination and the student's right to a hearing. Such notice shall include (1) date, time, and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present his or her version of the incident(s), call witnesses, cross-examine witnesses, and be represented by counsel. After the hearing, the principal will make a recommendation for or against expulsion to the school's Board. Once the Board rules on the expulsion, the principal and/or the Board will provide notification to the student and Caretaker of the Board's decision and discipline determination. The decision of the Board is final.

## **7.3 Academic Honesty**

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### *Plagiarism and Cheating*

GLLA requires students to complete all assessments (i.e. tests, quizzes, and quick checks) individually without the aid of, but not limited to: (a) the internet, (b) textbook(s), (c) a Caretaker, (d) or other students unless the instructor provides instructions otherwise. In addition, assignments other than tests, quizzes, and quick checks must be the student's original work. In addition, Great Lakes Learning Academy requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgment of the original work and with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting family or friends to help with coursework.

### **First Offense**

The first time a student is determined to have cheated or plagiarized the work of other(s), the student will receive a warning. The student will be required to resubmit the question/assignment (or similar question) with original work within a week. If a student chooses not to resubmit the work, the student will receive a failing grade for that question/assignment. A phone conference between the student, Caretaker, and teacher will be conducted.

### **Second Offense**

The second time a student is caught cheating or plagiarizing, the student will be required to redo the question/assignment. This is to be done within a week. The student will be required to redo the work without plagiarizing in order to proceed with the course. The student should reach out to their teacher if additional support or assistance is needed to appropriately complete the assignment. In addition, a phone conference will be conducted with the student, Caretaker, teacher, and counselor. The teacher will notify the appropriate administrator.

### **Third Offense**

The third time a student is caught cheating or plagiarizing, a conference will be held with the student, Caretaker, teacher, and school administrator where a behavior plan will be developed to deter further plagiarism occurrences. The student will be required to redo the question/assignment without plagiarizing in order to proceed with the course. In addition, the third offense places a student in Step 1 (Warning) of the Discipline policy outlined in Section 7.2 *Discipline and Due Process for Students*. Such repeated offenses of plagiarism by a student may result in a recommendation by the principal that the student be determined to be a repeat violator of school policy and a disruption of school discipline. Such recommendation may result in a determination to suspend or expel the student.

## 7.4 Grievance Process for Caretakers

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The school is committed to ensuring parent satisfaction and takes its responsibilities for the provision of educational services to the student very seriously. The school will also ensure the family and student adhere to their responsibilities stated in the school handbooks, and when necessary, will discipline, disenroll a student, or take legal action against the family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory state testing or failure to return materials. Great Lakes Learning Academy provides state-funded computer equipment and educational materials to families for educational purposes during the school year and reserves the right to invoice or refer to collections, those families who do not return equipment or materials in a timely manner at the end of the school year or upon withdrawal from the school.

### *Caretaker Remedies*

If a Caretaker has concerns with the school's action or performance on any of the above-defined school responsibilities or disciplinary actions, he or she has the following remedies available:

#### **Addressing Issues**

For routine issues or for a first attempt at redress, contact General Information Services via email at [info@glla.org](mailto:info@glla.org)

For more serious issues and/or to address lack of resolution of the issue at a lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts. If a hearing is required for grievance proceedings, the parties will be provided with all due process procedures as required by law.

Where a Caretaker feels that there has been discrimination on the basis of sex or on the basis of Section 504 of the *Rehabilitation Act* of 1973 that prohibits discrimination on the basis of disability, allegations of sexual abuse or any other misconduct on the part of the school or its employees, then the Caretaker must activate the grievance procedures set out below and can directly report the complaint to the Director of Schools.

If charges are brought against a student, which could result in a suspension of an additional ten (10) days or expulsion, the due process procedures in the *Discipline* section of the handbook are to be followed.

### *Grievance Process*

1. A Caretaker with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate Great Lakes Learning Academy staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance must review the issue with his or her supervisor and respond to the parent within three (3) school days.
3. If the original recipient did not resolve the grievance, the Caretaker should request a meeting with the recipient's supervisor. The supervisor should investigate the matter, and schedule a meeting with the Caretaker, the student, if necessary, and any other staff member, if necessary, within five (5) school days.
4. If either party does not resolve this grievance, the Caretaker should then request a meeting with the school principal. The principal will investigate the matter, and schedule a meeting within five (5) school days.
5. If a resolution was not reached at the above three (3) meetings, the Caretaker may request a meeting with the Executive Director, who will investigate the matter, and arrange a meeting within five (5) school days.

If the school has not been able to address the Caretaker's concern through the grievance process set out above, or if there has not been a prompt and equitable resolution of a complaint prohibited by Title IX and Section 504, the parent can contact a member on the school's Governing Board. The Caretaker can also resort to contacting the Michigan Department of Education. Current contact information for Governing Board members is listed on the [school website](#).

## 7.5 Learner Expectations

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At GLLA we have high expectations for all students. We encourage each student to strive to be the best “they” that they can be. We ask our students to “ride the waves” with us by taking on the following expectations for themselves:

- **W**orthy - I am worth the effort to persevere and accomplish my goals.
- **A**chieve - I provide quality work from myself and demonstrate a strong work ethic.
- **V**alue - I have value and take responsibility for my actions and learning.
- **E**ngage - I will advocate for my needs and communicate with others.
- **S**uccess - I will define success for myself and meet those goals.

## 8.0 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

### 8.1 Technology Provided by Great Lakes Learning Academy

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GLLA families may request one computer per enrolled student. Consult the [technology](#) section of our homepage to find out what technology is provided by the school.

#### 8.1.1 Use of Personal Equipment and Software

Great Lakes Learning Academy provides families the necessary equipment and software needed for students and Caretakers to do their day-to-day schoolwork. Families are not required to have additional personal access to equipment and software but may use their own equipment and software if they meet the [minimum system requirements](#) detailed on the school website.

#### 8.1.2 Chromebook Loan

Great Lakes Learning Academy will provide, upon request, a Chromebook on loan to students to use for access to their online course materials and to engage in both asynchronous and synchronous learning activities. These devices are considered property of the school and should be handled with care.

Students may only have one Chromebook loaned to them at a time. When a device is damaged

or malfunctioning, a replacement Chromebook may be requested. Families will be sent instructions and shipping. Families will not be able to request an additional replacement until the original device has been returned. Should extenuating circumstances arise, a request for an additional device (to the replacement) may be made to the school's executive director, including a plan for the return of the malfunctioning or damaged Chromebooks.

For Chromebooks that are lost during shipping, the same procedure will be used for requesting a replacement. The lost device will be remotely deactivated, and an investigation initiated with the shipping provider. When a Chromebook delivery to a family results in lost equipment more than once, the family may be required to pick up any replacements at the school's physical address to ensure receipt.

Families will be responsible for the cost of repair or replacement for devices that are intentionally damaged, lost after receipt, or are not returned.

## **8.2 Use of the Internet**

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### *Internet Service*

A family may elect to receive a mobile wi-fi unit that utilizes the T-Mobile cellular signal to provide internet access for school purposes. The mobile wi-fi unit is awarded on a per family basis, not a per student basis. Families who utilize mobile wi-fi units agree to be responsible for replacement costs of the unit should it be damaged or lost during the time it is issued to the family. The mobile wi-fi unit must be returned once the student is no longer enrolled. For questions regarding availability of mobile wi-fi units, please contact Theresa Sprouse at [theresa.sprouse@glla.org](mailto:theresa.sprouse@glla.org).

### *Internet Safety Policy*

It is the policy of GLLA (the "academy") to:

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

USC 254 (h)).

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

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the school takes steps to promote the safety and security of users of GLLA when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the school, through its handbook, the GLLA Terms of Use and its staff, is committed to educating, supervising, and monitoring the appropriate usage of GLLA and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act.

This Internet Safety Policy was adopted by the Board of GLLA at a public meeting, following public notice, on September 22, 2015.