



GREAT LAKES
LEARNING ACADEMY

**Great Lakes Learning Academy
District Handbook
2022-2023**

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

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1.0 District Mission and Overview

1.1 Mission Statement

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.

1.2 District Structure

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

1.3 Learner Expectations

At GLLA we have high expectations for our 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:

Worthy - I am worth the effort to persevere and accomplish my goals

Achieve - I provide quality work from myself and demonstrate a strong work ethic

Value - I have value and take responsibility for my actions and learning

Engage - I will advocate for my needs and communicate with others

Success - I will define success for myself and meet those goals

1.4 Parent/Guardian Roles and Responsibilities

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 Executive Director.

[GLLA Title 1 Parent Involvement Policy](#)

[GLLA Title 1 Parent Involvement Compact](#)

2.0 Educational Materials Provided by Great Lakes Learning Academy

2.1 Technology Provided by Great Lakes Learning Academy

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.

2.1.1 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.

2.1.2 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 a shipping label. Families should retain the original packaging for the Chromebook as they will be required to appropriately pack the Chromebook for return. Any damage sustained during return shipping will be deemed the responsibility of the family. 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. Great Lakes Learning Academy may refer families to collection and/or submit a damage/theft report to local authorities if Chromebooks are not returned in a reasonably usable condition or are not returned at all.

2.2 Use of the Internet

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.

Internet Safety Policy

It is the policy of Great Lakes Learning Academy to:

- Prevent user access to its computer network to transmit 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 when using school supplied 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 provided programs and platforms 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.

3.0 District Information

3.1 District Contact Information

<i>District</i>	<i>Contact</i>
<i>District Office Phone Number</i>	(517) 381-5062
<i>District Office Fax Number</i>	(517) 381-5090
<i>District Office Address</i>	2875 Eyde Parkway, Suite 200 East Lansing, MI 48823
<i>District Office Hours</i>	8:00 AM – 4:00 PM Monday – Friday
<i>Technical Support</i>	Scott Kaminski (480) 498-6145
<i>Executive Director</i>	Kelli Marcus kelli.marcus@glla.org
<i>Director of Curriculum and Instruction</i>	Brian Titsworth brian.titsworth@glla.org
<i>Assistant Principal (10th -12th Grades)</i>	Sam Bronner sam.bronner@glla.org
<i>Assistant Principal (6th - 9th Grades)</i>	Scott Allen scott.allen@glla.org
<i>Title IX Coordinator</i>	Theresa Sprouse theresa.sprouse@glla.org
<i>Email</i>	All staff can be reached by emailing their firstname.lastname@glla.org
<i>Board of Directors</i>	Refer to the Board Info section of school website for most current contact info

3.2 2022-2023 District School Year Calendar

August 29, 2022	First Day of School
September 2 & 5, 2022	Labor Day Holiday – No School
September 26 – October 14, 2022	Fall NWEA Testing Window
November 24 & 25, 2022	Thanksgiving Holiday – No School
December 26, 2022 – January 3, 2023	Winter Holiday – No School
January 30 – February 17, 2023	Winter NWEA Testing Window
March 27 – April 3, 2023	Spring Break – No School
April 10 – May 26, 2023	Mandatory In-Person State Testing Window
May 1 – May 19, 2023	Spring NWEA Testing Window
May 26, 2023	End of Traditional School Year
May 29, 2023	Memorial Day – No School
May 30, 2023	First Day of Summer Session
July 4, 2023	4 th of July – No School
July 28, 2023	End of Summer Session

Great Lakes Learning Academy is committed to providing frequent and meaningful progress monitoring information to students and caretakers (parents/guardians). Students and caretakers have 24/7 access to real-time information about grades and progress through our online system.

As part of our effort to provide a flexible, individualized program for each student, the district will use terms instead of semesters in all buildings and programs. The schedule of terms for the 2022 – 2023 school year is listed below. More information about student schedules can be found in the high school middle school supplements.

<u>Dates</u>	<u>Term</u>
August 29, 2022 – September 30, 2022	Term 1
October 3, 2022 – November 1, 2022	Term 2
November 2, 2022 – December 6, 2022	Term 3
December 7, 2022 – January 13, 2023	Term 4
January 16, 2023 – February 15, 2023	Term 5
February 16, 2023 – March 17, 2023	Term 6
March 20, 2023 – April 26, 2023	Term 7
April 27, 2023 – May 26, 2023	Term 8
May 30, 2023 – June 28, 2023	Summer Term 1
June 29, 2023 – July 28, 2023	Summer Term 2

3.3 Required Instructional Hours

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

For Great Lakes Learning Academy students, this averages to 6.1 hours per day (which is equivalent to 366 minutes per day or 30.5 hours per week).

Note: The hours noted above are the minimum hours required by the state. All students are responsible for mastering all required material which may mean the student needs additional time.

3.4 Mandatory Testing

All students at GLLA are required to participate in mandated 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.

GLLA acknowledges that all students learn in unique ways, and should be given opportunities to demonstrate what they have learned in a manner that is as individualized as the student. However, the Michigan Department of Education, the U.S. Department of Education, and many other agencies use standardized testing as a means to determine how well individual districts, schools, and even teachers are educating the students in their care. Without a common means of assessment such as the M-STEP, PSAT/SAT, or NWEA each district or school would be left to determine their own criteria for student learning and growth which would defeat an "apples to apples" comparison of districts, schools, and students.

GLLA encourages students and caretakers to take a balanced approach to testing which acknowledges that each type of assessment has a purpose. Assessments such as the PSAT/SAT allow students and caretakers to evaluate their progress compared to a nationwide sample of students in the same grade. The M-STEP provides a snapshot of how students across the state of Michigan are learning in comparison to their grade level peers. NWEA can be used to determine the learning of GLLA students compared to their peers nationwide, but more importantly, we use it to show student growth both within an individual school year and from year to year.

We encourage students and caretakers to ask any questions they may have regarding any assessment required or offered at GLLA, and to remember the purpose behind the individual assessments. We urge students to do their best work daily, not just on test days, and hope you'll join us in celebrating our students' growth rather than just looking at static standardized test scores.

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 April and May (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 April and May (in person)
- State testing: M-STEP Science and Social Studies in April and May (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 April and May (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 April and May (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 April and May (in person)

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

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.

More specific information about which tests will be administered and when will be posted by the District 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](#)

Failure to attend mandatory state testing may be cause for disciplinary action, as outlined in the school handbooks. Great Lakes Learning Academy will ensure the family and student adhere to their responsibilities regarding state testing 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.

4.0 Enrollment, Withdrawal, and Transfers

As a public school in the state of Michigan, GLLA must require all caretakers to provide the following documents as part of the enrollment process:

- Proof of Residency
- Proof of Student's Age
- Student's 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.

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

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.

4.2 Enrollment of Students Suspended/Expelled from Another School

Students who have been suspended or expelled from another public school may not enroll at 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.

4.3 Mid-Year Enrollment

Students may enroll after the start of the school year. Once GLLA 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 time their application is complete. Families enrolling mid-year are subject to all the same enrollment requirements as families who enroll prior to the start of the school year.

Additional Information

Students entering after the beginning of the school year must 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 work completed by the student while at GLLA during the current grading period.

Students entering after the beginning of the 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 required to take a full time schedule of classes for the period of time they are enrolled at GLLA.

Enrollment Date	Total Number of Classes Available for the 2022 – 2023 Traditional School Year	Total Number of Classes Available for the 2022 – 2023 Summer Session (High School Only)	Total Number of Classes Available for the 2022 – 2023 School Year (Traditional + Summer)	Total Credits Possible to Earn for the 2022 -2023 School Year (Traditional + Summer)
Prior to 9/9/2022	16	2	18	9.0
9/12/2022 through 10/14/2022	14	2	16	8.0

Enrollment Date	Total Number of Classes Available for the 2022 – 2023 Traditional School Year	Total Number of Classes Available for the 2022 – 2023 Summer Session (High School Only)	Total Number of Classes Available for the 2022 – 2023 School Year (Traditional + Summer)	Total Credits Possible to Earn for the 2022 -2023 School Year (Traditional + Summer)
10/17/2022 through 11/11/2022	12	2	14	7.0
11/14/2022 through 12/16/2022	10	2	12	6.0
12/19/2022 through 1/27/2023	8	2	10	5.0
1/30/2023 through 2/24/2023	6	2	8	4.0
2/27/2023 through 3/24/2023	4	2	6	3.0
4/3/2023 through 5/5/2023	2	2	4	2.0
5/8/2023 through 6/2/2023	0	2	2	1.0
6/19/2023 or Later	0	1	1	0.5

Please note: The dates and available classes/credits in the above chart are the recommended guidelines for the average student. GLLA counselors and/or administration may choose to allow students to enroll in more or fewer classes based on individual circumstances, but all students must have a schedule reflecting full time enrollment.

4.4 Concurrent Enrollment in another K - 12 Program

Because GLLA is a public school and requires full time enrollment for all students, students may not be concurrently enrolled at another public school.

4.5 Virtual Course Parental Consent

The State of Michigan requires that parents give consent if their student is enrolled in any or all virtual courses. By enrolling your student with Great Lakes Learning Academy, you consent to their enrollment being completely virtual through StrongMind and their course directory.

5.0 Attendance

5.1 Definition of “A Day of School” at GLLA

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

All students must meet the Michigan minimum requirements of 1,098 instructional hours and a minimum 180-day school year. For GLLA students, this averages to 6.1 hours per day (which is equivalent to 366 minutes per day or 30.5 hours per week).

Note: The hours noted above are the minimum hours required by the state. All students are responsible for mastering all required material which may mean the student needs additional time.

The flexibility of GLLA's instructional model allows students a great deal of freedom in determining how to meet the required instructional hours. Some examples of how a student may arrange their instructional time during a week include, but are not limited to, the following:

- 9:30am - 12:33pm (183 minutes) and 1:30pm - 4:33pm (183 minutes) Monday - Friday
([183 minutes + 183 minutes each day] x 5 days = 30.5 hours/week)
- 12:00pm - 4:30pm (270 minutes) Monday - Saturday and 12:00pm - 3:30pm (210 minutes) Sunday
([270 minutes x 6 days] + 210 minutes = 30.5 hours/week)
- 8:00am - 12:30pm (270 minutes) and 1:30pm - 5:00pm (210 minutes) Monday, Wednesday, and Friday and 8:00am - 11:15am (195 minutes) Tuesday and Thursday
([270 minutes + 210 minutes each day] x 3 days) + {195 minutes each day x 2 days} = 30.5 hours/week
- 5:00pm - 9:00pm (240 minutes) Monday - Friday and 3:00pm - 8:15pm (315 minutes) Saturday - Sunday
([240 minutes each day x 5 days] + [315 minutes each day x 2 days] = 30.5 hours/week)

- 8:00am - 2:00pm (360 minutes) and 3:00pm - 7:00pm (240 minutes) Monday - Wednesday and 8:00am - 8:30am (30 minutes) Thursday ({{[360 minutes + 240 minutes each day] x 3 days} + 30 minutes = 30.5 hours/week

When students are absent from instruction due to illness, work, family obligations, or other reasons they are expected to make up the missed time as quickly as possible. For example, if a student takes 3 hours off on a Tuesday to go to a doctor's appointment, they could "make up" the time by adding an additional hour to their school day on Wednesday, Thursday, and Friday that week, or do 3 hours of school work on that Saturday.

Your student's advisory teacher is an excellent resource when determining how to set up a schedule that meets both the required instructional hours and the individual needs of the student. When any disruption in learning occurs, the advisory teacher can help adjust the student's schedule to get back on track.

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

5.2 Marking and Verifying Attendance

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

GLLA uses the following attendance codes:

Code	Definition	Who Records Attendance	Who Can Edit Code <u>Before</u> Lockdown	Who Can Edit Code <u>After</u> Lockdown
E	Excused	Teacher, Administrator or Staff Member (with a log note)	Teacher, Administrator or Staff Member (with a log note as to why)	Administrator
U	Unexcused	Teacher, Administrator or Staff Member (with a log note)	Teacher, Administrator or Staff Member (with a log note as to why)	Administrator

GLLA staff members monitor and review attendance records on a regular basis. If a staff member

has concerns about a student's attendance, they may consult with the student's counselor, the engagement team, and/or an administrator for further assistance.

When an official record of a student's attendance is needed, the information will come from the daily record stored in GLLA's student information system (PowerSchool). Caretakers may appeal any part(s) of the official attendance record, however the final decision regarding the attendance record will be made by GLLA administration.

5.3 Attendance and Engagement

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 absenteeism. Caretakers are held legally responsible for ensuring that their students are fully participating in school. The information in this section is intended to help students and caretakers understand how to avoid undue absences and the negative consequences of excessive absenteeism.

[Michigan Compulsory School Attendance Policies and Grades](#)

Truant means a student who has ten (10) or more unexcused absences per school year. A student should be counted as truant only once in a given school year. Once deemed truant, a student 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. When determining if a student is chronically absent, all absences for the school year will be counted, even if they have been carried over from a different school.

In order to maintain satisfactory attendance, the student and 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) 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).

GLLA staff members 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

6.0 Academic Records

Release of Academic Records and Other Student Information Under FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools which receive funds under an applicable program of the U.S. Department of Education, which includes Great Lakes Learning Academy.

FERPA gives parents/legal guardians certain rights with respect to their student's education records. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents/legal guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/legal guardians or eligible students to review the records. Schools may charge a fee for copies.

Parents/legal guardians or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/legal guardian or eligible student has the right to place a statement with the record setting forth their view about the contested information.

Generally, schools must have written permission from the parent/legal guardian or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address,

telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents/legal guardians and eligible students about directory information and allow parents/legal guardians and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents/legal guardians and eligible students annually of their rights under FERPA, which Great Lakes Learning Academy does through the issuance of this District Handbook.

Requesting Academic Records

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, parents or guardians, and/or third parties. We require 30 days' notice for letters of recommendation.

All requests for academic records must be made in writing to the school counselor.

Official transcripts are not given to parents/legal guardians or students but sent directly to the institution requesting them. Parents/legal guardians and students are able to request an unofficial copy of their transcript, which can be provided as a hard copy or digital file.

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. Unofficial transcripts may be requested from the student's guidance counselor. They will not have an official school signature or a raised seal and will be clearly marked as an unofficial transcript. The counseling office requires 2 business days to fulfill transcript requests.

7.0 National Honor Society and NCAA

7.1 National Honor Society

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.

7.2 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

8.0 Services for Special Populations

8.1 Individuals with Disabilities Education Act (IDEA) Eligible Students

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 Great Lakes Learning Academy special education team 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 a document will be created with the family and a member of the GLLA special education team. A caretaker or eligible student 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 every student's individual educational needs are understood. Special education case managers and general education teachers work closely to monitor programming, accommodations, and overall student needs. Student progress will be shared in a variety of ways throughout the school year including quarterly progress reports on IEP goals, annual IEP team meetings, and frequent contact with the special education case manager and other school staff.

Conducting IEP Meetings

A student's IEP team is composed of the student, caretaker, general education teachers, special education case manager, additional service providers, and other individuals deemed necessary. Students who 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 caretaker or eligible student. Re-evaluation meetings are held every three years. At Great Lakes Learning Academy 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/or 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. Caretakers, eligible students, and/or school staff may 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 scheduled to discuss concerns, review existing data, and examine attendance patterns. 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, caretakers, students, and other relevant stakeholders.

If the Student Support Team determines special education testing is needed, caretakers 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 your student's homeroom teacher or the building administrator.

8.2 Rehabilitation Act of 1973: Section 504 Eligible Students

Enrollment Requirements

Caretakers of students with Section 504 plans seeking to enroll in Great Lakes Learning Academy are asked to submit a copy of the Section 504 plan during the enrollment. When a student enters GLLA with a Section 504 plan developed by a prior school, GLLA 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 homeroom teacher will be the case manager and will ensure that all accommodations and needed supports are in place.

In accordance with the Americans 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.

Re-evaluation

Great Lakes Learning Academy will hold an annual review to evaluate the continued necessity of the student's 504 plan and ensure the requirements of Section 504 are being upheld. For students who enter GLLA with an existing Section 504 plan, the schedule for the re-evaluation will be determined by the Section 504 coordinator based on 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 may need accommodations and/or modifications, supplemental aides, and services as required under Section 504. The student may 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 consult with a member of the special education team, Section 504 Committee, and/or other school staff members.

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 your student's homeroom teacher or building administrator.

9.0 Conduct, Due Process, Grievance, and Communication

9.1 Bullying and Prohibited Behaviors

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, parent or guardian, 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.

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 person exhibited towards that person'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 person any photograph or video which depicts nudity and/or other material which is sexual in nature. Knowingly possessing a photograph or video in which was transmitted or distributed electronically is also considered sexting.

Prohibited behaviors include all of the above.

Great Lakes Learning Academy (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, caretaker, 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 synchronous video 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.

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 their 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 or school administrator. 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 by 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, they 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 make a timely 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. This 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 them.

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, caretakers, 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 parents or guardians, 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 Handbook.

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, what action(s) have 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 that student, a description of such discipline shall be included in the notification.

9.1.1 Anti-Bullying and Cyber-Bullying Policy

Bullying means any written, verbal, or physical act, or any electronic communication, (also known as cyberbullying) which is intended or that a reasonable person would know is likely to harm one or more persons either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits, or programs of one or more persons
- Adversely affecting the ability of a 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
- Having an actual and substantial detrimental effect on a person's physical or mental health
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Cyber-Bullying specifically means any electronic communication which is intended or that a reasonable person would know is likely to harm one or more persons either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits, or programs of one or more persons
- Adversely affecting the ability of a 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
- Having an actual and substantial detrimental effect on a person's physical or mental health
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Since "bullying" also includes "cyber-bullying," any reference in this policy to "bullying" shall also be deemed to refer to "cyber-bullying"

Bullying is 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 synchronous online 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 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.

9.1.2 Complaints

Students, caretakers, parents/guardians, school staff, and other concerned parties may file written reports regarding any suspected prohibited behavior by notifying any administrator in writing regarding 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 witnesses.

Students, caretakers, parents/guardians, school staff, and other concerned parties may make informal complaints regarding conduct which they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or any 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 receives 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 their immediate supervisor for review, investigation, and appropriate action.

9.1.3 Privacy/Confidentiality Of Complaints

Great Lakes Learning Academy 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.

9.1.4 Retaliation

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 (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).

Reporting and Investigating Reports of Bullying

Every student is encouraged to report any situation which they believe to be bullying behavior directed toward a student to any school staff member, either verbally or in writing. 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 an administrator shall be reported to the Executive Director. Complaints against the Executive Director shall be reported to the Board President.

Under state law, a school employee, school volunteer, student, or caretaker 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, caretakers, 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 (caretaker) of a victim of bullying and the parent or legal guardian (caretaker) of a perpetrator of the bullying shall be notified promptly in writing. In addition, administrators investigating alleged bullying may notify parents or legal guardians (caretakers) 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, with the support of the Executive Director, is the school official responsible for ensuring this policy is implemented.

9.1.5 Reporting and Notification

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.

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

9.2 Discipline and Due Process for Students

All students enrolled at Great Lakes Learning Academy 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.

9.2.1 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 which may occur.

1. Warning

Students who receive warnings from the school will have a conference (via phone or in person) with their caretaker(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 classes, but may be barred from non-academic activities at GLLA such as clubs, field trips, and other events.

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

2. Suspension

When a student is suspended, they are temporarily removed from class or classes and/or a school sponsored program or activity. The length of a suspension may be between 1 and 10 days and is determined by the school administrator based on the seriousness of the breach of conduct and whether this is the first occurrence of the behavior or part of a larger pattern of prohibited behaviors. 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 administrator, a student's permission to log on to and/or use parts or all of any programs and/or platforms used by Great Lakes Learning Academy as part of the educational process 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 is expected to continue with their schoolwork during a suspension. Caretakers may work with school staff to ensure the student has adequate access to resources outside of GLLA programs and platforms to complete work as assigned.

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 their 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 is the deliberate act by a student of using another's work as their own. 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 who engages in negative actions against another student in an attempt to exercise control over them.
- **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). School property includes, but is not limited to, any school issued device such as a Chromebook or mifi unit. In these instances, the school reserves the right to contact the proper law enforcement agency(ies). Vandalism of school property may result in the student being ineligible to receive any school equipment, including, but not limited to, Chromebooks and mifi units.
- **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.

3. Expulsion

When a student is expelled, they are 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 students 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)

9.2.2 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, which may be held virtually or in person, will be convened with the student, parent or guardian (caretaker), school administrators, and other staff members as appropriate. A school administrator will inform those at the hearing of the allegation(s) and an explanation of the evidence which supports the allegation(s). The student will be provided with an opportunity to present their version of the occurrence. If the school administrator determines that the incident(s) justifies suspension, written notice will be provided to the student and their parent or guardian (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, a school administrator will provide written notice to the parent or guardian (caretaker) of the student of their 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) which is the subject of the hearing; (3) notice that the student and/or parent or guardian (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 their version of the incident(s), call witnesses, cross-examine witnesses, and be represented by counsel. After the hearing, a school administrator will make a recommendation for or against expulsion to the school's Board. Once the Board rules on the expulsion, a school administrator and/or the Board will provide notification to the student and parent or guardian of the Board's decision and discipline determination. The decision of the Board is final.

9.2.3 Use of Seclusion and 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.

9.3 Grievance Process for Parent(s) or Guardian(s)

Great Lakes Learning Academy is committed to providing an excellent educational experience for students and takes this responsibility very seriously. The school will ensure the family and student adhere to their responsibilities stated in the relevant handbook(s), 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 of 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.

9.3.1 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, they have the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact Great Lakes Learning Academy's General via email at 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 which 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 Executive Director.

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. The legal caretaker with the grievance must report the dissatisfaction in writing to any school staff member. 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 their supervisor and respond to the parent within three (3) school days.
3. If the original recipient did not resolve the grievance, the legal caretaker should request a meeting with the recipient's supervisor. The supervisor should investigate the matter, and schedule a meeting with the parent or guardian, 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 legal caretaker should then request a meeting with the school administrator. The school administrator 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 legal 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 legal 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 legal caretaker can contact a member on the school's Board. The caretaker can also resort to contacting the Michigan Department of Education. Current contact information for Board members is listed on the [school website](#).

9.4 [Traditional HS Student Supplement](#)

9.5 [Alternative Pathway Student Supplement](#)