

GULL LAKE

Virtual Partnership

Gull Lake Virtual Partnership Student Handbook

2022-23

10100 East D Avenue
Richland, MI 49083
Office Phone: (269) 548-3411
Office Fax: (269) 548-3401

www.gulllakecs.org

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**2022-23
STUDENT HANDBOOK**

Gull Lake Virtual Partnership Locations

GLVP Rundle Administration Building

10100 East D Avenue, Richland MI

49083 Phone: (269) 548-3411

Fax: (269) 548-3401

GLVP Bedford Building:

315 Hutchinson, Battle Creek, MI 49017

(269) 548-3430

GLVP Lab:

7753 N. 34th Street, Richland MI 49083

(inside Gull Lake High School; Rm. 2302)

(269) 548-3596

By Appointment

Full Time Program: 269-548-3411

Part Time Program: 269-548-3430

www.gulllakecs.org

Administration & Office Staff

Bobbi Jo Stoner, Principal Early College & Innovative Programs

Cindy Fadel, Partnership Director

Monica Willcutt, Partnership Director

EJ Bast, Dean of GLVP

Jodee Stanton, Counselor & Dean of Early College/Dual Enrollment

Kelly Morcombe, Admin Office Specialist

Kristi Carlton, Bedford Office Secretary

Lorraine Dudash, College Advisor

Melani Esman, Part-Time Student Advisor

Doug Hoover, Tech Coach

Kyle Wilder, IT

Nancy Brown, Bedford Office Specialist

Gabrielle Mauerman, Enrollment Specialist

Tara Smith, MCIR Specialist

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GULL LAKE VIRTUAL PARTNERSHIP

The Gull Lake Virtual Partnership (GLVP) provides a variety of learning opportunities for students in grades K-12. This school program is open to all students (based on enrollment criteria) looking for flexibility with their learning plans including electives and/or core courses:

- full time students
- part time students
- home school students
- nonpublic/shared time students

The Gull Lake Virtual Partnership strives to offer meaningful and personalized learning opportunities for students to grow and thrive as they discover their own unique talents. Our courses offer students the chance to strengthen their skills and abilities as they move along their educational pathways. Students may choose from a variety of courses including:

- fully online courses
- blended learning opportunities
- dual enrollment (college coursework)
- Early College, advanced course options
- other Gull Lake Community Schools buildings' offerings

Each student's plan in Gull Lake Virtual Partnership includes a schedule of courses that meet their learning needs in accordance with their future plans. The full-time school option within GLVP allows a student 6 courses per semester, including both core/essential courses and elective/nonessential courses and may be working towards a state endorsed high school diploma. The part time program option within GLVP allows a student to take 4 or fewer elective (nonessential) courses per semester. All courses are taught by highly qualified teachers. Every student within GLVP works with a mentor to ensure that they maintain a high level of success within their courses.

This student handbook provides valuable information designed in making your experiences in the program rewarding and has been prepared to provide you with the policies and procedures of the Gull Lake Virtual Partnership. Every policy and procedure have been developed to assist in a safe and orderly educational environment for all students. It is important that all students review the information contained in this handbook and use it as a reference during the school year.

Although the information in this handbook is detailed and specific on many topics, it is not intended to be all-encompassing or to cover every situation and circumstance that may arise during a school day or school year. This handbook does not create a "contract" with parents, students, or staff, and the administration may make decisions and rule revisions at any time to implement the educational program and to assure the well-being of all students. The administration is responsible for interpreting the rules contained in the handbook. If a situation or circumstance arises that is not specifically covered in this handbook, the administration will make a decision based on applicable school district policies, and state and federal statutes and regulations.

We take pride in the excellence that our Partnership represents. The staff and administration of the Gull Lake Virtual Partnership are ready to assist in helping you meet your student's learning needs.

Sincerely,

Bobbi Jo Stoner

Principal of Early College & Innovative Programs

GULL LAKE VIRTUAL PARTNERSHIP PROCEDURES

The Gull Lake Virtual Partnership provides students with a personalized learning plan and a challenging curriculum in an online setting to those residing in Kalamazoo County and districts contiguous to Kalamazoo County as well as to any student already enrolled in Gull Lake Community Schools. This curriculum features courses in Mathematics, Science, Language Arts, World Languages, Social Studies, and other electives. There are also opportunities for Advanced Placement and Remedial courses.

The on-line academic programs that are available to students include locally developed courses (GLOBE) and courses from our vendor partners: Lincoln Learning, eDynamic, Edmentum Exact Path, Michigan Virtual, Fun Learning, ALEKS, and MusicFirst. Students can select the virtual program that best meets the needs of their individual learning style. In addition, the Gull Lake Virtual Partnership assigns each student a Mentor who facilitates learning outcomes, technical issues, and communication between students and instructors.

GLVP STUDENT PROFILE

Gull Lake Virtual Partnership students are enrolled in courses for Kindergarten through Grade 12. Parents have chosen the Gull Lake Virtual Partnership for a variety of reasons but primarily because it offers a personalized learning approach to meet their children's needs. GLVP's student backgrounds are diverse. Our students may be any of the following:

- Students who are homeschooled
- Students who participate in the Partnership
- Students who are enrolled in a traditional educational program and take some courses through the Gull Lake Virtual Partnership
- Students who are full-time virtual partnership learners
- Students seeking college credit opportunities

GLVP ENROLLMENT

Interested students and parents/guardians should contact the Gull Lake Virtual Partnership at 269.548.3411 (Full-Time students) 269.548.3430 (Part-Time students). Students that are new to Gull Lake Virtual Partnership are required to enroll with their parents or legal guardian. When enrolling, the parents will need the following items:

- Gull Lake Virtual Partnership Student Enrollment Form (available on Gull Lake's website)
- Gull Lake Virtual Partnership Agreement/Acknowledgement Form
- Schools of Choice Application or Release from Resident District (if applicable)
- Proof of residency
- Gull Lake Release for School Records (if applicable – available on Gull Lake's website)
- The student's original birth certificate
- The student's immunization record and/or Waiver
- Custody papers from a court (if appropriate).
- Student transcript and/or a list of current courses taken (Gull Lake Schools will assist in obtaining the transcript if not present at the time of enrollment.)

CHARACTERISTICS OF A SUCCESSFUL GLVP STUDENT

It is the expectation that students in the Gull Lake Virtual Partnership will always perform to the best of their ability in their virtual coursework . Students should be ready to take responsibility for their own learning and the successful virtual students are able to do the following:

- Apply themselves to their studies in a focused and serious manner
- Work hard and become engaged in their lessons and activities
- Ask questions and be willing to explore their personal interests
- Improve areas of personal weakness while capitalizing on personal strengths
- Be self-disciplined with regard to study habits
- Maintain an active study regimen and stay on top of all assignment deadlines
- Recognize when assistance is needed and be able to seek that assistance in a timely manner
- Establish a strong communication line with instructors and mentor
- Be goal oriented and have a desire to learn and succeed
- Be self-disciplined with regards to study habits
- Frequently get support from their parent learning coach
- Work independently
- Manage time effectively
- Navigate on the computer
- Proficiently read and write

The following rubric can be used to determine the likelihood that your student will be a successful, independent learner in an online program:

Student Readiness	Technology Skills	Work & Study Habits	Learning Style	Technology/ Connectivity	Time Management	Interest/ Management	Reading/ Writing Skills	Support Services
Less Ready 	Student has little, if any, experience using a computer or the Internet, and has minimal desire to develop more skills in this area.	Student often needs reminders to complete routine assignments, often turns homework in late and is not able to spend 5 - 10 hours per week on each online course	Student is not a self- directed learner and often requires real-time feedback from teachers regarding basic directions and follow-up support	Student does not have consistent access to a computer and a reliable connection to the Internet from home or from school	Student does not manage his or her time effectively in doing research, basic studies and preparing for tests or quizzes	Student has little or no interest in the content area of the online course offering and has a negative or unrealistic attitude toward online learning	Student is reading below grade level and has experienced difficulty with routine writing assignments	In general, parents and school personnel do not actively support online learning and are unable or unwilling to provide support assistance.
	Student has limited experience using a computer and the Internet, and has expressed a strong interest in developing more skills in this area	Student sometimes needs reminders and assistance in completing routine assignments and has pledged to spend 5 - 10 hours per week on each online course enrollment	Student is beginning to demonstrate the behaviors of a self-directed learner and sometimes requires real-time feedback from teachers regarding basic directions and follow-up support	Student has limited access to a computer with low- speed service to the Internet from school or from home	Student is beginning to demonstrate effective time management skills in doing research, basic studies and preparing for tests and or quizzes	Student has an interest in the content area of the online course offering, but has expressed concerns about enrolling in an online course or has an unrealistic attitude toward online learning	Student is reading at grade level and has demonstrated limited proficiency with writing assignments	Student's support system is limited, parents and school personnel are somewhat supportive of enrollments in online courses
More Ready 	Student has strong computer skills and detailed experience using a word processor, email application and Web browser	Student rarely needs reminders or assistance in completing routine assignments and has demonstrated good independent study habits	In general, the student is a self-directed learner and does not require real-time feedback from teachers regarding basic directions and follow-up support	Student has consistent access to a computer with moderate-speed service to the Internet from home, and from school	Student has demonstrated effective time management skills in doing research, basic studies and preparing for tests or quizzes	Student has an interest in the content area of the online course offering, and has a positive and realistic attitude toward online learning	Student is reading at or above grade level and has demonstrated success with a variety of writing assignments	Student has open access to school-based mentoring/ counseling services and parental support
	Student has excellent computer skills and significant experience using a word processor, email application and Web browser, and is comfortable downloading information from the Internet and using other technology tools and applications	Student does not need reminders or assistance in completing routine assignments, usually finishes homework ahead of time and has successfully completed an independent study experience or taken an online course.	Student is a self-directed learner and demonstrates a high level of comfort and skill in learning new material without requiring real-time feedback from teachers regarding basic directions and follow-up support and deals well with ambiguity	Student has daily access to a computer with high speed service to the Internet at home and at a convenient location in the school building before, during and after regular school hours	Student has demonstrated outstanding time management skills while participating in a variety of clubs, student organizations, sports and work activities	Student has a strong interest in the content area of the online course offering is highly motivated to enroll in an online course and has a positive and realistic attitude toward online learning	Student is reading above grade level, has strong reading comprehension skills and has demonstrated success with complex writing assignments	Student has regularly scheduled access to school-based mentoring/counseling services, parental support is strong, and district has adopted policies and identified best practices to support students as online learners

Developed by Michigan Virtual University

VIRTUAL PARTNERSHIP SCHOOL ROLES

PARENT/PRIMARY LEARNING COACH

The parent is the Primary Learning Coach for the student(s). Parental involvement from **DAY ONE** is critical for student success in the virtual program. Parents should supervise and guide their students with their coursework. Parents have full access to all the components of the program and can easily access their child's progress, teachers, instructional plan, schedule, mentor, lessons, and grades. For many students, a great deal of parental support is necessary for a child to succeed in online education. Parents and students are encouraged to check grades regularly.

THE GULL LAKE VIRTUAL PARTNERSHIP MENTOR

Each student is assigned a Gull Lake Virtual Partnership Mentor. The Mentor's role is to support the student with the student's online education. **The mentor is not the student's instructor (see below).** The Mentors will send out weekly messages to students in GLOBE Advisory Check-ins. Students are required to respond to Weekly Wednesday check-ins via Globe by Friday at noon. Your Gull Lake Virtual Partnership Mentor can help with:

- Goal setting for academic success
- Attendance Check-ins
- Computer glitches
- Needing access to locked out assessments/assignments
- Enrollment questions
- Reporting absences from program due to illness
- Requesting novels from the Gull Lake Virtual Partnership
- Resolving issues with instructors and/or coursework

The Mentors follow the student progress in courses and are available to communicate with the student's Learning Coach/Parents regarding progress. Mentors contact students weekly. The Gull Lake Mentors' role is to support student success in the Gull Lake Virtual Partnership.

THE ONLINE INSTRUCTOR

Each online course has an instructor who design lessons, assignments, quizzes, and tests/exams. They also are responsible for grading the student's work. The instructor is to be the primary contact for students/parents regarding content specific questions.

Students on occasion may experience a conflict with an instructor and in most cases these types of situations are easily resolved. If a conflict occurs, the following steps should be taken:

- 1st Step:** Student should contact the instructor directly to discuss the conflict to resolve the issue
- 2nd Step:** Student should contact their mentor to inform them of the situation
- 3rd Step:** If the conflict continues, the mentor can work with the student and teacher for resolution
- 4th Step:** If the conflict continues, the advisor will then be notified

The following table further illustrates these roles.

Guide to Roles for Participants in Virtual School

		K-5 Elementary Students	6-8 Middle School Students	9-12 High School Students
Parent Learning Coach	Time Commitment	<ul style="list-style-type: none"> Students in these grades require a great deal of oversight. For most students, the Parent Learning Coach's time commitment may require about six hours per day, or one hour per day for each online class taken. 	<ul style="list-style-type: none"> Some students in these grades work very independently. For most full-time students, the Parent Learning Coach's time commitment may require about 2–3 hours per day; however, up to six hours a day may be needed. 	<ul style="list-style-type: none"> Students in these grades should be able to work very independently. For most full-time students, the Parent Learning Coach's time commitment may require approximately 30 minutes per day; however, up to six hours a day may be needed.
	Suggested Learning Coach Activities	<ul style="list-style-type: none"> Set a schedule with varied activities and breaks Assist with lessons Monitor student comprehension and grades Communicate frequently with teacher and mentor 	<ul style="list-style-type: none"> Support the transition to more independent learning Assist with some lessons Monitor student comprehension and grades Communicate with teachers and mentors, but refer student to teacher and/or mentor as needed 	<ul style="list-style-type: none"> Encourage and support a teen's growing independence Verify that lessons and assessments are completed Communicate with teachers and mentors, but refer student to teacher and /or mentor as needed
Teacher	Instructional Responsibilities	<ul style="list-style-type: none"> Assigns lessons Grades tests and assignments Contacts Parent Learning Coach and Mentor as necessary 	<ul style="list-style-type: none"> Assigns lessons Grades tests and assignments Contacts Parent Learning Coach and Mentor as necessary 	<ul style="list-style-type: none"> Assigns lessons Grades tests and assignments Contacts Parent Learning Coach and Mentor as necessary
Mentor	Mentor Responsibilities	<ul style="list-style-type: none"> Serve as the local "eyes and ears" for the online instructor Track student progress in online courses Communicate with the online instructor, school administration and parents Address any concerns to school administration and/or the online course provider Help student stay on track and successfully progress through coursework 	<ul style="list-style-type: none"> Serve as the local "eyes and ears" for the online instructor Track student progress in online courses Communicate with the online instructor, school administration and parents Address any concerns to school administration and/or the online course provider Help student stay on track and successfully progress through coursework 	<ul style="list-style-type: none"> Serve as the local "eyes and ears" for the online instructor Track student progress in online courses Communicate with the online instructor, school administration and parents Address any concerns to school administration and/or the online course provider Help student stay on track and successfully progress through coursework
Student	Learning Commitment	<ul style="list-style-type: none"> A minimum of 30 hours per week or one hour per day, five days per week for each online class Pacing guides/calendars are provided to keep students on track 	<ul style="list-style-type: none"> A minimum of 30 hours per week or one hour per day, five days per week for each online class Pacing guides/calendars are provided to keep students on track 	<ul style="list-style-type: none"> A minimum of 30 hours per week or one hour per day, five days per week for each online class Pacing guides/calendars are provided to keep students on track

Adapted from Connections Academy <http://www.connectionsacademy.com>

STUDENT RESPONSIBILITIES

WEEKLY CHECK-INS

Students enrolled in Gull Lake Virtual Partnership are attending Gull Lake Community Schools even though they may be participating in virtual academic courses off campus from home. As a Gull Lake Virtual Partnership student, you are required by the school district and the State of Michigan to have weekly **“two way”** communications with Gull Lake Virtual Partnership by communicating with the Gull Lake Mentor. The communication needs to be **“Academic in Nature.”** **This is a mandatory attendance requirement.** Failure to respond to mentor communication on a regular weekly basis may result in dismissal from the virtual program.

Gull Lake Mentors contact students using the students’ email addresses, and parents using parent email addresses. **Every Gull Lake Virtual Partnership student will be assigned his/her own email address from Gull Lake Community Schools.** Every week, on Wednesday your mentor will reach out via GLOBE Advisory Check-in. This will include important information for the week, learning strategies to help you as a student, and/or questions to respond to as you progress through your courses. The students are required to respond to the check-in via Globe and answer the academic questions every week by Friday at 12:00 noon. **Responses must be grade level appropriate.** When this has occurred, the weekly mandatory attendance requirement has been completed. This task is similar to a teacher taking attendance in class. The students are encouraged to contact Mentors at any time to discuss concerns, problems with classes, any questions you have about your academic program, and respond to questions asked by the Gull Lake Mentor/Learning Coach.

STATE OF MICHIGAN “COUNT DAY” PROCEDURES

Twice a year the State of Michigan requires public school districts to submit a count of the number of students enrolled in their school districts. These official “Count Days” are the first Wednesday in October and the second Wednesday in February. On the official Count Day, students will be required to complete an assignment in each of their virtual courses and then contact their Gull Lake Mentor that they have logged in and worked in each of their courses. This will not be difficult since you are expected to work regularly in your courses to complete your coursework. The “Count Day” requirement is very important for Gull Lake Community Schools, the State of Michigan, and the student’s participation with Gull Lake Virtual Partnership.

STATE OF MICHIGAN AND COLLEGE ENTRANCE TESTING INFORMATION: MSTEP, MME, PSAT, SAT

To measure student progress, students will be tested in accordance with State standards and District policy. If you are a full-time GLVP student, you will be expected to participate in the appropriate grade-level assessments. You must appear at the designated Gull Lake Virtual Partnership location to take your state testing in order to continue in the GLVP. These appropriate grade level assessments include:

MSTEP: Students in third through twelfth grade will be administered the MSTEP exam in late April and early May. The test will be used to determine whether students are meeting or exceeding the Michigan Curriculum Standards.

MME: All eleventh-grade students or seniors who have not already taken it will be expected to participate in the MME in the spring. This test consists of the SAT college entrance exam, the Work Keys exam, and the Michigan Student Test of Educational Preparedness (M-STEP). The SAT/Work Keys portion of the MME is given in April to all juniors in the State of Michigan. Students will also be able to submit their SAT test score for admission to college and universities.

PSAT: Eleventh grade students will take the PSAT test in the fall of each school year. Ninth and Tenth grade students will take the PSAT in the spring.

The tests are generally administered at the Gull Lake High School, Middle School or Administration Building. Students will receive information regarding the test sites and time.

CARE OF COURSE MATERIALS

It is the parent and student's responsibility to maintain and return any course materials that have been provided by Gull Lake Community Schools.

STUDENT ABSENCES

Students who are absent from the virtual program due to illness, computer issues, power outages, or family emergencies must inform their Gull Lake Mentor as soon as possible. Students must also contact their instructors to inform them about the issues that have forced them to be absent from their courses. Gull Lake Mentors will support students by contacting their virtual programs and individual instructors to confirm the absences.

Failure to log into the system for a 10-day period may result in the student being identified as being truant and/or may result in the student being dropped from the virtual course and receiving a failing grade on the permanent transcript. Failure to log into the system and/or failure to communicate with the mentor for two consecutive weeks may result in the student being identified as being truant and/or may result in removal from the virtual program and placed into a program that better fits the educational needs of the student.

ORIENTATION SESSIONS

All on-line courses through offer some kind of online orientation class to every registered student. The purpose is to help the student and the parent learning coach to become familiar with virtual education.

These orientations are critical to success since the student will be using the computer at least 5-6 hours a week per course to access educational content, communicate with instructors and mentors, conduct research, participate in lessons, complete assignments, and take assessments. Students, with the support of their parent learning coaches, who have been the most successful in the virtual school program have completed the online orientation classes.

SCHEDULING OF GLVP COURSES

Students enrolled in the Gull Lake Virtual Partnership will make course selections based on graduation and grade level requirements, the Gull Lake Mentor and Parent/Learning Coach input, prior academic work, and student interest. The course catalogs are available online at the Gull Lake Virtual Partnership website.

COURSE CHANGES

All students will have 10 school days from the semester start date to request any changes to the student schedule. All requests must be submitted in writing via email to the mentor and advisor, or through the GLVP Parent Account. Following the deadline date, changes must include mentor and advisor approval to be considered for any changes. *This does not guarantee approval.* After ten school days have passed, any courses on the student schedule become part of the student's permanent transcript.

Part-Time Students

Part-Time students may not exceed four courses per semester. Course offerings are available in nonessential courses. Other scheduling procedures are available with support from mentor and advisor. Courses operate on a semester format.

Full-Time Students

Full-Time students take courses including required essential (core) courses and have an availability of nonessential courses to choose from to complete the schedule of six courses per semester. Courses operate on a semester format. For district building students, courses may be available in trimester format upon request.

HIGH SCHOOL COMPLETION

For the student enrolled in high school courses, careful consideration is given to the level of the classes, credits already earned, past history with courses, and the requirements toward graduation or completion of high school. Some courses may not be available during certain semesters. Please carefully read the course description and note the prerequisites for the classes. All full-time Gull Lake Virtual high school students must take 6 courses per semester. The course schedule will reflect required classes and electives and Gull Lake Mentors, and the Virtual Partnership Advisor will review the final schedules.

Students completing their academic education through Gull Lake Virtual Partnership will, upon completion of all requirements, receive a Gull Lake Virtual Partnership Diploma.

GULL LAKE VIRTUAL PARTNERSHIP DIPLOMA

Requirements for students receiving a State of Michigan endorsed diploma through the Gull Lake Virtual Partnership:

- 22 credits with official documentation/transcripts for all credits
- Completed all Michigan Merit Curriculum graduation requirements
- Completed all Gull Lake Community Schools requirements

The requirements include English (4 credits), Math (4 credits), Science (3 credits), Social Studies (3 credits), Arts (1 credit), Physical Education/Health (1 credit), World Language (2 credits), and electives.

COMMENCEMENT

Students that satisfy all the requirements for graduation from Gull Lake Virtual Partnership will be invited to participate in the commencement activities with Gull Lake Community Schools in his/her senior year. Students seeking to participate in commencement who have not satisfied GLVP Diploma requirements must make a written request to the Superintendent prior to March 1.

GRADING POLICY**WEIGHTED GRADES**

Students are encouraged to select an academic course of study that is intellectually challenging. Advanced coursework may include AP (Advanced Placement) and DE (Dual Enrollment) opportunities that require expectations that are well beyond the parameters of the high school classroom. The course work opportunities will mandate higher cognitive skills, more rigorous demands of reading, writing, research, language, and extra commitment of time.

To reflect the higher standards, students may request the grades earned in these coursework experiences to be “weighted” on the student’s grade point average. An additional 0.7 on the grade point average scale will modify each passing grade, in the approved weighted courses. For further information regarding weighted grades and/orfor applying to have a course(s) weighted, please contact your advisor.

HIGH SCHOOL GRADING SCALE

High School students’ grades are usually sent to students as percentages. The percentages may reflect current work submitted, amount of coursework completed, and/or cumulative progress. Cumulative percentages are the grades that indicate the points earned vs. the total points for the class. The cumulative percentages will be converted to letter grades. Letter grades will be reported unless the course specifically states credit/no credit. Credit/no credit may be utilized in extenuating circumstances when deemed appropriate by Principal and teachers. Final grades are letter grades on all transcripts. All grades earned will be reported as letter grades on the transcript, including dual enrollment courses. Late withdrawals will result in NO credit – E GPA. The grading scale that is used for letter gradesis:

0 to 59% E (no credit)	77 – 79 C+
60 – 62 D-	80 – 82 B-
63 – 66 D	83 – 86 B
67 – 69 D+	87 – 89 B+
70 – 72 C-	90 – 92 A-
73 – 76 C	93 – 100 A

WITHDRAW POLICY

Any withdrawals made before the last two weeks of course will result in a Withdraw/E on the student’s permanent transcript. Withdrawals/decisions to stop working within the last two weeks of the semester will result in an E or student’s final earned grade. Extenuating circumstances may allow a withdrawal without affecting the GPA per the mentor and advisor’s recommendation to the principal/directors. Students taking college courses should reference the GLVP Dual Enrollment Agreement and the college guidelines pertaining to withdrawal of college courses.

CREDIT/NO CREDIT

Students will be awarded a letter grade or credit/no credit for all classes based on the grading scale found on the syllabus of each course a student takes. There may be circumstances in which credit/no credit is approved by the principal, when the mentor/advisor request it to be appropriate and, in the student’s, best interest based on the circumstances and the student’s personalized learning plan.

FINAL EXAM

In grades 9-12, final exams are expected to be taken in a proctored lab setting at Gull Lake Virtual Partnership Lab, unless different arrangements are made by the teacher, and approved by the advisor. During the exam, you may use only the notes allowed by the teacher and any reference materials provided by the class or teacher. During the exam, you may not open any websites or additional browsers, you may not talk with other students, and you may not refer to any other materials that you did not receive permission to utilize.

ELEMENTARY GRADING INFORMATION

LINCOLN

- Students will receive “Credit” or “No Credit” based on their completed amount of *gradable* assignments at the semester (January).

- In order to receive “Credit” at the semester, students will need to have successfully completed 40% or more of the gradable assignments. If a student is not successfully meeting 40% completion, then they will receive “No Credit” for the semester.

An exception to the **gradable** assignments, is for the K-2 Science and Social Studies classes in which semester “Credit” or “No Credit” will be based on 40% completion of all activities in the class.

- At the end of the school year (June), students will receive a letter grade for the class based on their academic performance for the year. Unfinished gradable assignments will be factored as a **zero** when the final grade is calculated.
- Again, the exception is for the K-2 Science and Social Studies classes; “Credit” or “No Credit” will be based on completion of all activities in the class.

EXACT PATH

- Students will receive “Credit” or “No Credit” for their semester (January) grade.
- If students are working on a knowledge path, either at or above grade level, and have successfully completed 40% or more of the topics, they will receive “Credit” for the semester.
- If students are working below grade level, but still successfully completing 40% or more of the topics, they will receive “Credit” for the grade level they are working at. The grade level they are working at will have to be noted on the report card.
- If a student is not meeting 40% completion, then they will receive “No Credit” for the semester, regardless of the grade level they are working at.
- At the end of the school year (June), students will receive a letter grade for the course based on their academic performance for the year. Again, any students working below grade level, will have that grade level noted on the report card.

EXTRACURRICULAR ACTIVITIES

Eligible students enrolled in the Gull Lake Virtual Partnership are eligible to participate in Gull Lake Community Schools’ extracurricular activities, including all sports teams, pending meeting the minimum enrollment requirements of four credit bearing classes in a term. Additional criteria may apply; interested student athletes should contact GLCS Athletic Director to confirm eligibility. Virtual Partnership students are subject to the same policies and procedures outlined in the GLHS handbook. Academic eligibility is strictly enforced for both GLHS students and Virtual students. It is the coaches’ responsibility to verify academic eligibility. Questions regarding athletics should be directed to the mentor and Gull Lake Athletic Department.

ACADEMIC PROGRESS IN VIRTUAL COURSEWORK

Students in the Gull Lake Virtual Partnership should be able to demonstrate consistent academic progress in the courses that they have selected in their respective program. Occasionally a student may experience challenges in a specific course; however, there are support services in place to help students succeed. If a student continues to fail or drop out of courses, that may be an indication that the online format is not the best vehicle for them to achieve their educational goals. At that time, a recommendation may be made to have the student removed from the Gull Lake Virtual Partnership and be placed in a different program that may be better suited for their abilities.

IEP and 504 PLANS Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act

The nature of the Gull Lake Virtual Partnership permits us to provide a free appropriate public education to students with disabilities enrolled in the GLVP. All program and placement decisions will be made by the student's IEP or Section 504 team.

Parents/guardians who have questions about IDEA or who wish to have their student evaluated for special services should contact the Special Education Office at 269-548-3416.

LATE WORK AND COURSE EXTENSIONS

The timely submission of assignments is the hallmark of a successful online student. Students that do not turn in assignments during the course of the semester by the due dates established by their virtual online provider may face a grade penalty. In rare cases, if there are extenuating circumstances that can be verified by the student's mentor or parent, there may be a possibility for the student to receive additional time for a particular assignment. These requests are considered on a case by case basis and may not be approved. Courses taught by non-Gull lake teachers may have varying extension policies.

For students that wish to have the course extended beyond the assigned semester end date, a formal request needs to be made by the student 2 weeks prior to the course end date. In order to qualify for an extension, the course must be over 50% complete with a passing grade. To be considered for an extension, the following conditions must be met:

1. The student must have earned 50% of the total points available in the course.
2. The student and parent must complete an extension request form which includes a course completion plan that clearly states the students plan to complete the course and the reason for the request.
3. Extensions will be granted for 1 week if approved by the GLVP team.
4. Extensions that do not meet the criteria above will be considered and determined on an individual case by case basis for extenuating circumstances.

ACADEMIC INTEGRITY POLICY

As students submit and complete work with the Gull Lake Virtual Partnership, they need to be aware of the concept of Academic Integrity and the guidelines that they should follow to ensure that they are making a sincere effort to learn, while avoiding cheating, plagiarism and other forms of academic dishonesty.

Academic Integrity means that students are completing and submitting **their own** work and that the papers, assessments, and completed assignments represent **their own** efforts and abilities. **Students are expected to follow the Academic Integrity guidelines for the Gull Lake Virtual Partnership and the virtual program in which they are enrolled.**

When students exhibit a lack of academic integrity, they are putting themselves in a situation that may have consequences for their actions that could range from receiving a zero on an assignment to possibly failing the course. Serious incidents could result in suspension or expulsion from school. Because of these serious consequences, it is important that the student is aware of what actions constitute a lack of academic integrity. Examples and definitions of these actions follow.

CHEATING

Cheating means that a student has broken the rules for an assignment. As an example, a student would be cheating if he or she gets the answers for an assignment from someone or looks up the answers on the internet instead of figuring out the correct answer on his or her own. Other types/examples of cheating include copying from an answer key or plagiarism.

PLAGIARISM

Plagiarism is defined by Dictionary.com as the “unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work”. Simply changing some of the words in a document does not make the work your own and could still be a form of plagiarism.

Some examples that demonstrate a lack of Academic Integrity and could be considered plagiarism include:

1. Improper or lack of citations in written assignments (no footnotes, bibliography)
2. Copying and pasting written work or resources from the internet to pass it off as original work
3. Recopying written work of another author
4. Students submitting other students’ assignments or work as their own

The instructors of the Gull Lake Virtual Partnership are very good at spotting academic integrity issues and notifying the Gull Lake Mentor staff that there are problems. Most virtual school instructors have access to programs that scan students’ written work to search for plagiarism. These instructors will know if the work is not original and from where it was obtained. Many instructors have guidelines regarding Academic Integrity and plagiarism stated right in their course outlines. Students are expected to know these guidelines and follow them.

Students are expected to be aware of the guidelines regarding academic integrity at the Gull Lake Virtual Partnership and with their online virtual courses. If students have any questions about the academic integrity policies, they are advised to contact their instructors and their Gull Lake Virtual Partnership Mentor.

DUE PROCESS RIGHTS FOR ACADEMIC INTEGRITY VIOLATIONS

Before a student loses course credit or is dismissed from Virtual Partnership, there are specific procedures that must be followed for academic integrity violations.

ACADEMIC INTEGRITY ISSUES

When the Gull Lake Virtual Partnership becomes aware of an academic integrity issue involving a student, the following procedure will typically be put into place, though the District may depart from this process for very serious violations:

1st Occurrence within a school year: Student, instructor, and mentor will communicate about the Academic Integrity issue. The teacher will communicate with student and parent learning coach regarding the academic integrity concern. Student will have the opportunity to re-submit the assignment/exam in question if the student's virtual teacher allows them to do so.

2nd Occurrence within a school year: No credit for the assignment/exam. Students will receive a zero for the assignment/exam in question with no opportunity to resubmit or redo the work. Student is expected to meet with the content teacher to discuss strategies for improved academic integrity.

3rd Occurrence within a school year: Parent Meeting with Dean and possible removal from the course, potential failing grade and the possibility of being removed from GLVP or suspended or expelled from the District. Students who have three occurrences of academic integrity can expect to have all future test/exams administered in the Gull Lake Virtual Partnership lab.

The decision to be removed from the course or from Virtual Partnership may be appealed to the Principal in writing within ten days after the Parent Meeting. **Any resulting suspension from co-curricular and extra-curricular activities may not be appealed, nor can any appeal be made regarding loss of credit for the assignment or exam.**

REMOVAL FROM VIRTUAL PARTNERSHIP

When a student is being considered for removal from Virtual Partnership due to failure to submit weekly check-ins to the mentor, to log into classes for an extended period, 4th Occurrence of Academic Dishonesty, or otherwise fail to meet the requirements of Virtual Partnership, the student will receive a formal letter of notification addressed to the parents. This letter will contain the reason(s) for removal and related documented evidence will be available upon request.

Within ten days after notification of removal, the removal can be appealed, in writing, to the Principal.

GULL LAKE VIRTUAL PARTNERSHIP GRADUATION REQUIREMENTS

Students, working with their parents and mentor, will create a personalized learning pathway to meet their high school diploma requirements and prepare them for their career/college goals.

English Language Arts: 4 credits

English 9A	9B	(1.0 credit)
10A	10B	(1.0 credit)
11A	11B	(1.0 credit)
12A	12B	(1.0 credit)

Mathematics: 4 credits

Algebra A	Algebra B	(1.0 credit)
Geometry A	Geometry B	(1.0 credit)
Algebra 2A	Algebra 2B	(1.0 credit)
Math-Related	Math-Related	(1.0 credit)
<i>*math/math-related must be taken in final year</i>		

Science: 3 credits

Biology A	Biology B	(1.0 credit)
Chem/Phys A	Chem/Phys B	(1.0 credit)
Science Elective	Science Elective	(1.0 credit)

Social Studies: 3 credits

Civics		(0.5 credit)
Economics		(0.5 credit)
US History A	US History B	(1.0 credit)
World History A	World History B	(1.0 credit)

World Language: 2 credits

2 credits in the same language, (2.0 credits)
sequential
i.e. Spanish 1A, 1B, 2A, 2B

Physical Education

(0.5 credit)

Health

(0.5 credit)

Visual, Performing, Applied Arts (VPAA)

(1.0 credit)

**22 TOTAL CREDITS (including Michigan Merit Curriculum listed above)
required to graduate from Gull Lake Virtual Partnership**

Gull Lake Virtual Partnership Dual Enrollment Agreement

1. Eligibility - to participate in the DE Program through the GLVP, you must:
 - a. Be in grades 9-12.
 - b. To be eligible for the Early College/Grade 13 opportunity, students must apply before 11th grade year.
 - c. Enrolled in the GLVP. Student may not be enrolled in any other public-school program.
 - d. Maintain enrollment in at least one high school concurrent course hosted by Gull Lake Community Schools.
 - e. Utilize an email address for GLVP communication.
 - f. Comply with all other state law requirements for dual enrollment.
2. DE Steps
 - a. Complete an initial consultation session with a Virtual Partnership DE Advisor.
 - b. Apply (online or in-person) and be admitted to the college/university of your choice. Select Gull Lake Virtual Partnership as your school (not "home school")
 - c. Take the ACCUPLACER (or other type of placement test per the requirements of the college).
 - d. Meet with a college and/or GLCS Counselor to discuss your upcoming semester's schedule of courses.
 - e. Schedule and attend an orientation at that college.
 - f. Part Time Students: Choose to enroll in up to **three** college courses per semester; Part time students cannot take more classes in the 2nd semester than in the 1st semester.
 - g. Full Time Students: Choose to enroll in up to five college courses (maximum) per semester. Consult with GLVP DE Advisor for guidance on blending a college and high school schedule.
 - h. Course changes must be communicated to the GLVP DE Advisor.
3. Tuition Reimbursement Process
 - a. For KVCC and WMU: Once you create your college semester's course schedule, then register for courses and submit the appropriate tuition reimbursement request for approval to GLVP Administration.
 - b. For KCC: Submit a request for tuition reimbursement listing your intended course schedule, receive approval for those courses from GLVP, and then register for those approved classes at KCC.
4. Other Considerations
 - a. College courses that are offered during the summer--or of a hobby, craft, recreational, physical education, or religious education nature--are not eligible for DE tuition support.
 - b. All college courses will be recorded on your high school transcript as 1.0 high school credit for each 3-4 credits college course and calculated into your GPA.
 - c. Grades earned in the DE program become a permanent part of your college transcript.
 - d. GLVP pays an allotted amount **per course**, in accordance with state aid. You must pay any tuition, fees, or other costs that are ABOVE the amount allowed under the GLVP tuition reimbursement policy. Textbook costs may be reimbursed if funds are remaining after tuition and other fees are paid. You will pay for your books initially and save receipts. Reimbursement requests must be submitted at the end of each semester for consideration (by end of January and end of May).
 - e. **You are not eligible for any college scholarships, federal financial aid, or any other grants while accessing DE through GLVP.**
 - f. If you fail a DE course (E, 0.0), or withdraw after the official drop deadline has passed (as set by your college of choice), you will be required to reimburse the district for expenses that were paid to the college/university.
 - g. If you perform poorly in a DE course (i.e., by receiving a grade of D or E), your continued participation in the program could be impacted. Additionally, a D or E may impact future financial aid eligibility in college.

I have reviewed all the above requirements and considerations of the GLCS Virtual Partnership DE Program; I understand that these are subject to change at any time, consistent with state law:

Student Signature_____Date_____

Parent(s)/Guardian(s) Signature_____Date_____

EARLY COLLEGE PROGRAM OVERVIEW

Overview

Gull Lake Community Schools Early College (GLEC) is a rigorous five-year high school program, combining the best of the high school and an early college experience. Gull Lake Early College will offer both online and face-to face educational instruction to enable students to earn their high school diploma and college credits up to an associate degree. Students benefit from a supportive educational environment in which they will receive support services to assist them in their transition from high school to college. Students will have the opportunity to enroll in courses designed to develop and enhance their academic preparation skills, study skills and social maturity skills, thus providing them with the tools they need to make a successful transition to post-secondary education.

Goals of Gull Lake Early College

- Increase the amount of Gull Lake Community Schools students enrolling in college.
- Increase the number of GLCS students completing college.
- Increase postsecondary success for GLCS students through college knowledge and supports.
- Assist with the financial burden of college costs to families.
- Expand high school opportunities based on students' individual needs and interests.

Program Design

Students in the Gull Lake Early College Program make a gradual transition from traditional high school to full time college students over the course of three years. They begin the transition by blending high school courses and college courses in 11th grade and continue to increase the blend until they are full time college students in grade 13. The end goal is for students to graduate at the end of their fifth year of high school with a high school diploma and an associate degree, an occupational certificate, 60+ transferable college credits, or a MEMCA Certificate.

Highlights

- Gull Lake Early College partners with Kalamazoo Valley Community College, Kellogg Community College, and Western Michigan University.
- The cost of tuition, course materials, and fees is paid for (up to an allotted amount) by Gull Lake Community Schools.
- Gull Lake Early College students have the opportunity to gain two years' worth of college credits just one- year after their original high school graduation date, allowing them to enter the workforce or move on to a bachelor's degree in a shorter amount of time.

Enrollment Process

1. Students who are considering the Early College Program should be willing, motivated, and up for the challenge to perform successfully in coursework at both the high school and college level.
2. Applications are accepted during the 10th grade year from February 1– September 1
3. Students MUST be accepted into the Early College Program before beginning their junior year.

Questions: Contact your student's school counselor or mentor for more information.

STUDENT DISCIPLINE

CRIMINAL ACTS

Any students engaging in criminal acts taken at or related to the school will be reported to law enforcement officials as well disciplined by the school. It is not considered double jeopardy (being tried twice for the same crime), when school rules and the law are violated.

SEARCH AND SEIZURE

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the safety of others. All searches may be conducted with or without a student's consent.

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The School reserves the right not to return items that have been confiscated.

SUSPENSION FROM CLASS, SUBJECT, OR ACTIVITY BY TEACHER

A teacher may suspend a student from any class, subject, or activity for up to one full school day if the teacher has good reason to believe the student:

- A. Intentionally disrupted the class, subject, or activity,
- B. Jeopardized the health or safety of any other participant in the class, subject, or activity or
- C. Was insubordinate during the class subject, or activity.

Any teacher who suspends a student from a class, subject, or activity must immediately report the suspension and its reason to the building principal or designee. If a student is suspended from a class, subject, or activity, but will otherwise remain at school, the building principal or designee must ensure that the student is appropriately supervised during the suspension and, if the student is a student with a disability, that all procedures for students with disabilities are followed.

Any teacher who suspends a student from a class, subject, or activity must, as soon as possible following the suspension, request that the student's parent/guardian attend a parent/guardian-teacher conference to discuss the suspension. The building principal or designee must attend the conference if either the teacher or the parent/guardian requests the building principal's attendance. The building principal or designee must make reasonable efforts to invite a school counselor, school psychologist, or school social worker to attend the conference.

DISCIPLINE CODE OF CONDUCT REFERENCE CHART

Building administrators may suspend a student for 10 or fewer school days. The Superintendent may suspend a student for 59 or fewer school days. The Board of Education handles all suspensions over 59 days, expulsions, and permanent expulsions. Students will be provided due process in accordance with Board Policy 5206A before being suspended or expelled.

Before suspending or expelling a student for any offense, except possession of a firearm in a weapon-free school zone, the building administrator, superintendent, and/or Board of Education will consider the following mandatory 7 factors:

1. The student's age,
2. The student's disciplinary history,
3. Whether the student has a disability,
4. The seriousness of the behavior,
5. Whether the behavior posed a safety risk,
6. Whether restorative practices are a better option, and
7. Whether lesser interventions would address the behavior.

Student discipline matters will be handled in accordance with Policy 5206.

The following table is meant to be a guide and is subject to the discretion of Administration and the Board of Education. Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to, suspension or expulsion. Nothing in the following table limits the District's ability to impose more or less severe disciplinary consequences depending on the situation's unique circumstances and the mandatory 7 factors. Nothing in this handbook limits the District's authority to discipline a student for conduct that is inappropriate in school, but that is not specifically outlined in this table. Depending on the circumstances of a particular situation, separate athletic or extracurricular sanctions may be imposed, in accordance with the applicable handbook or rules.

UNACCEPTABLE BEHAVIOR	RANGE OF DISCIPLINARY ACTION
1. Drugs/Marijuana/Alcohol: any activity, possession, sale, distribution, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs is prohibited. Attempted sale or distribution is also prohibited.	<ul style="list-style-type: none"> • Notify parent • Refer to police • Referred to Collaborative Action Team • Suspension or expulsion
2. Use of Tobacco/Nicotine: no sale, distribution, use or possession of any form of tobacco during school hours or at any school activity. This includes any type of electronic (vapor) cigarette or electronic cigarette accessories. This prohibition applies going to and from school and at school bus stops.	<ul style="list-style-type: none"> • Notify parent • In most cases: <ul style="list-style-type: none"> • 1st offense: 3-day suspension • 2nd offense: 5-day suspension • 3rd offense: 10-day suspension
3. Student disorder/demonstration: disruption of any school activity or class is prohibited.	<ul style="list-style-type: none"> • Notify parent • Suspension or expulsion.
4. Possession of a weapon: guns, pellet guns, knives, or club type instruments. Also including any toy that is presented or perceived as a real weapon. Certain weapons under state law require mandatory permanent expulsion from all public schools in Michigan.	<ul style="list-style-type: none"> • Notify parent • Possible referral to police • Suspension or expulsion • Permanent expulsion from all Michigan public schools

<p>5. Use of an object as a weapon: any object used to threaten or harm another (including but not limited to padlocks, pens, pencils, laser pointers, jewelry, etc.) Intentional injury to another can be a felony and/or a cause of civil action.</p>	<ul style="list-style-type: none"> • Notify parent • Possible referral to police • Suspension or expulsion •
<p>6. Arson: purposefully setting a fire on school property. Arson on school property is prohibited by state law and may result in permanent expulsion from all public schools in Michigan.</p>	<ul style="list-style-type: none"> • Notify parent • Arson is a felony and will result in referral to police • Suspension or expulsion • Permanent expulsion from all Michigan public schools
<p>7. Aggressive Behavior (student to student & student to district employee, volunteer, contractor, or visitor): No student shall engage in, or threaten to engage in, physical action (fighting) upon an individual.</p>	<ul style="list-style-type: none"> • Notify parent • Possible referral to police • Suspension or expulsion • In most cases: 1st offense: up to 5-day suspension and/or expulsion 2nd offense: up to 10 days suspension and/or expulsion.
<p>8. Instigation of Aggressive Behavior: No student shall engage in action that encourages, instigates, or pressures (through any means) other students to engage in physical action (fighting) with another student.</p>	<ul style="list-style-type: none"> • Notify parent • Suspension or expulsion In most cases: 1st offense: up to 5-day suspension and/or expulsion 2nd offense: up to 10-day suspension and/or expulsion
<p>9A Physical Assault (student to student): Causing or attempting to cause physical harm to another through intentional use of force or violence.</p> <p>9B Physical Assault (student to employee, volunteer, or contractor): Causing or attempting to cause physical harm to another through intentional use of force or violence. Such action is prohibited by state law and may result in permanent expulsion from all public schools in Michigan.</p>	<ul style="list-style-type: none"> • Notify parent • Possible referral to police • Suspension or expulsion <ul style="list-style-type: none"> • Notify parent • Possible referral to police • Suspension or expulsion • Permanent expulsion from all Michigan public schools
<p>10. Threats Verbal (student to student & student to district employee, volunteer, contractor, or visitor): Any statement or non-contact action that constitutes a threat against a staff member student, or other person.</p>	<ul style="list-style-type: none"> • Notify parent • Possible referral to police • Suspension or expulsion In most cases: 1st offense: up to 5-day suspension and/or expulsion 2nd offense: up to 10-day suspension and/or expulsion

11. Extortion: use of threat, intimidation, force or deception to take, or receive something from someone else.	<ul style="list-style-type: none"> • Notify parent • Possible referral police (when warranted) • Suspension or expulsion • In most cases, minimum 5-day suspension
12. Gambling: casual betting, betting pools, organized sports betting, or any form of wagering. Includes betting on activities in which students are involved.	<ul style="list-style-type: none"> • Notify parent • Possible referral police (when warranted) • Suspension or expulsion • In most cases, minimum 5-day suspension
13. Falsification of schoolwork, identification, forgery: hall/bus passes, excuses, false I.D.'s, plagiarism, cheating, or similar behavior.	<ul style="list-style-type: none"> • Notify parent • Suspension or expulsion • Student will receive zero credit on assignment, paper, quiz, and/or test • After school detention for minor offense • In most cases, 1-5-day suspension for serious offense, up to expulsion for the most serious offenses
14. False alarms and false reports: false emergency alarm or report; setting off an alarm without cause.	<ul style="list-style-type: none"> • Notify parent • Suspension or expulsion • Possible referral to police (when warranted) • Payment of damages
15. Use or Possession of Explosives: explosives, fireworks, and chemical-reaction objects such as smoke bombs, small firecrackers, and poppers.	<ul style="list-style-type: none"> • Notify parent • Possible referral police (when warranted) • Suspension or expulsion
16. Trespassing: (unauthorized entry to GLHS grounds, buildings, classrooms) If a student has been removed, suspended, or expelled, the student is not allowed on school property without authorization of the principal. Students who have not been removed, suspended, or expelled are also prohibited from trespassing in any area on school property which the student is not expressly authorized to access.	<ul style="list-style-type: none"> • Notify parent • Referral to police • Suspension or expulsion • In most cases: 1st offense: up to 5 days suspension and/or expulsion 2nd offense: up to 10-day suspension and/or expulsion • Suspended/expelled students who trespass on District property may be subject to additional discipline.
17. Theft: stealing school or other's property	<ul style="list-style-type: none"> • Notify parent • Referral to police • Suspension or expulsion • In most cases: 1st offense: up to 5 days suspension and/or expulsion 2nd offense: up to 10-day suspension and/or expulsion

18. Disobedience: School staff is acting “in loco parentis.” If given reasonable direction by a staff member, the student is expected to comply. Insubordinate behavior is prohibited.	<ul style="list-style-type: none"> • Notify parent • Chronic disobedience can result in expulsion • In most cases: 1st offense: up to 5-day suspension 2nd offense: 3 day minimum
19. Damaging Property: vandalism and disregard for school property.	<ul style="list-style-type: none"> • Notify parent • Suspension or expulsion • Restitution for damage
20. Persistent absences or tardies: skipping classes, tardiness	<ul style="list-style-type: none"> • Notify parent • Referral to truant officer (when warranted) • Suspension <ul style="list-style-type: none"> • Skipping class: After-school detention • Skipping day: After-school detention, in-school suspension, and/or suspension • Chronic Truancy: up to 5-day suspension and/or expulsion • Potential parent meeting. • Restorative practices or exercises in the importance of attendance.
21. Unauthorized Use of School or Private Property: using another’s property or belongings, or using school property, without permission; using school or another’s property in a manner that damages the property or is inconsistent with its intended use	<ul style="list-style-type: none"> • Notify parent • Referral to police (when warranted) • Suspension or expulsion
22. Refusing to Accept Discipline:	<ul style="list-style-type: none"> • Notify parent • Subject to further and sterner action such as suspension or expulsion, depending on the severity of the misconduct.
23. Aiding or abetting violation of school rules: students are expected to resist peer pressure and exercise sound decision-making regarding their behavior.	<ul style="list-style-type: none"> • Notify parent • Suspension or expulsion • In most cases: 1st offense: up to 5-day suspension 2nd offense: 3 day minimum
24. Indecent Displays of Affection: touching, petting, or other contact that may be considered sexual in nature.	<ul style="list-style-type: none"> • Notify parent • Suspension or expulsion • In most cases: 1st offense: 1-3 day suspension 2nd offense: 3-5 day suspension

<p>25. Possession of Non-School Provided Electronic Devices (Cell Phone, iPod, PDA, Camera, etc.): The use of such devices shall NOT be permitted during instructional class time. Acceptable use will be permitted during passing time and lunches only. "Use" refers to making and/or receiving phone calls, text messaging, gaming, listening to music, e-mailing or taking photos.</p> <p>District is not responsible for the loss, theft, damage, or vandalism to students' personal electronic devices. Students are strongly encouraged not to leave them unattended or unsecured.</p>	<ul style="list-style-type: none"> • Notify parent • 1st & 2nd offense: device will be confiscated and returned at the end of the day in main office. • 3rd offense: device will be confiscated and returned when a parent picks it up and a conference is held with the building administrator. • Student will also serve an after-school detention. • Persistent violations will result in suspension or expulsion.
<p>26. Gull Lake Community School Issued Electronic Devices Acceptable Use: Non-compliance with <i>The Gull Lake High Device Guidelines, Procedures, and Information Handbook</i>.</p>	<ul style="list-style-type: none"> • Notify parent • Loss of privileges as outlined in handbook. • Suspension or expulsion.
<p>27. Violation of individual school/classroom rules: rules are for the safe and orderly operation of said environment. Including Dress Code violations.</p>	<ul style="list-style-type: none"> • Notify parent • Detention, in-school suspension • Suspension or expulsion • In most cases: 1st offense: 1 day suspension 2nd offense: 3-5 day suspension
<p>28. Violation of bus rules: Transportation V.</p> <ul style="list-style-type: none"> • Self-Transportation: is a privilege • Bus Transportation: is a privilege 	<ul style="list-style-type: none"> • Please refer to Section V, Transportation, Page 35 of the handbook.
<p>29. Disruption of Educational Process: delay of or prevention of lessons, assemblies, field trips, athletic and performing arts events.</p>	<ul style="list-style-type: none"> • Notify parent • Exclusion from activity • Suspension or expulsion
<p>30. Harassment:</p> <ul style="list-style-type: none"> • Sexual Harassment • Gender/Ethnic/Religious/Disability Harassment 	<ul style="list-style-type: none"> • Notify parent • Suspension or expulsion
<p>31. Anti-Bullying Policy:</p>	<ul style="list-style-type: none"> • Notify parents of all involved students. • Suspension or expulsion
<p>32. Violation of individual school/classroom rules: rules are for the safe and orderly operation of said environment.</p>	<ul style="list-style-type: none"> • Notify parent • Suspension or expulsion • In most cases: 1st offense: 1-3 - day suspension 2nd offense: 3-5 day suspension

33. Possession of a Firearm: Any possession of a firearm by a student on school property is strictly prohibited	<ul style="list-style-type: none"> • Notify parent • Notify police • Permanent expulsion from all public schools in Michigan
34. Dress Code Violations	<ul style="list-style-type: none"> • Notify parent • Correct violation • Persistent, deliberate, or serious violations may result in suspension from school
35. Bomb Threat/Similar Threat: any threat directed at a school building, other school property, or a school-related event	<ul style="list-style-type: none"> • Notify parent • Notify police • Suspension of expulsion from school, as required by state law
36. On-Campus Criminal Sexual Conduct: Conduct on school property or at a school-sponsored event that rises to the level of criminal sexual conduct, as determined by the District	<ul style="list-style-type: none"> • Notify parent • Notify police • Permanent expulsion from all public schools in Michigan
37. Off-Campus Criminal Sexual Conduct against another student: Conduct that rises to the level of criminal sexual conduct, as determined by the school; may result in permanent expulsion from all public schools in Michigan	<ul style="list-style-type: none"> • Notify parent • Notify police • Suspension or expulsion • If conduct results in conviction, plea, or adjudication for criminal sexual conduct, mandatory permanent expulsion from all public schools in Michigan
38. Profanity: Behavior or language, which in the judgment of the staff or administration is obscene, vulgar, or profane will be subject to disciplinary action.	<ul style="list-style-type: none"> • Notify parent • Suspension or expulsion
39. Knowledge of threats or dangerous weapons: Students who have knowledge of a threat or the presence of a dangerous weapon at school must report the threat or weapon. Failure to report may result in discipline.	<ul style="list-style-type: none"> • Notify parent • Suspension or expulsion •

DISTRICT-WIDE POLICIES & PROCEDURES

MISSION STATEMENT

The mission of the Gull Lake Community Schools is to educate every child to achieve his/her full potential.

BELIEF STATEMENTS

- We believe in developing and fostering an environment of trust and respect that ensures all members of the school community reach their fullest potential.
- We believe in best practice research and a program of character development.
- We believe in a comprehensive system of intervention and support to achieve student success.

PARENT INVOLVEMENT IN SCHOOL PROGRAMS

The Board of Education believes student learning is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s). For more information, please go to the District website www.gulllakecs.org and see policy 5401 under the policy link.

NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY

The Board of Education does not discriminate on the basis of race, color, national origin, sex, (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, ancestry, genetic information or any other legally protected category, (collectively, "Protected Classes"), in its programs and activities.

The District prohibits unlawful discrimination, including unlawful harassment and retaliation. The District will investigate all allegations of unlawful discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in unlawful discrimination.

"Unlawful harassment" is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a student because of the student's race, color, religion, sex (including pregnancy, gender identity, or sexual orientation), national origin, disability, or any other legally protected class that has the purpose or effect of: (1) creating an intimidating, hostile, or offensive environment; or (2) unreasonably interfering with the student's ability to benefit from the District's educational programs or activities.

- **Race, color, and national origin harassment** is prohibited by Title VI of the Civil Rights Act of 1964 and the Michigan Elliott-Larsen Civil Rights Act. Race, color, and national origin harassment is unwelcome conduct based on a student's actual or perceived race, color, or national origin. Race, color, and national origin harassment can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Harassment perceived ancestral, ethnic, or religious characteristics, will be considered race, color, and national origin harassment.

- **Disability harassment** is prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Michigan Persons with Disabilities Civil Rights Act. Disability harassment is unwelcome conduct based on a student's actual or perceived disability. Disability harassment can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as disability motivated physical threats, attacks, or other hateful conduct.
- **Sex-based harassment** is prohibited by Title IX of the Education Amendments of 1972 and the Michigan Elliott-Larsen Civil Rights Act. For the definition of sexual harassment under Title IX, see Policy 3118. Sex-based harassment prohibited by Policy 5202 includes harassment based on gender identity or sexual orientation and harassment of a sexual nature that does not rise to the level of Title IX sexual harassment, as defined in Policy 3118.

Any student who witnesses an act of unlawful discrimination is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected discrimination, including unlawful harassment and retaliation. A student may also anonymously report an incident of unlawful discrimination, including unlawful harassment and retaliation. The District will investigate anonymous reports pursuant to its investigation procedures described by Board Policy. Minor students do not need parent/guardian permission to file complaints or participate in the formal complaint resolution process described by Board Policy.

If you or someone you know has been the victim of sex-based discrimination, harassment, or retaliation, you may file a report with any District employee. Formal Complaints of sexual harassment must be filed with the Title IX Coordinator:

Lisa Anderson
Assistant Superintendent
10100 E D Ave, Richland MI 49083
269.548.3400
landerson@gulllakecs.org

Drew Bordner
Director of Curriculum & Instructional Technology
10100 E D Ave, Richland MI 49083
269.548.3400
dbordner@gulllakecs.org

If you or someone you know has been the victim of disability-based discrimination, harassment, or retaliation, you may file a complaint with:

Molly Ray
Special Education Supervisor
10100 E D Ave, Richland MI 49083
269.548.3400
mray@gulllakecs.org

If you or someone you know has been the victim of any other type of unlawful discrimination, harassment, or retaliation, including unlawful conduct based on race, color, or national origin, you may file a complaint with:

Lisa Anderson
Assistant Superintendent
10100 E D Ave, Richland MI 49083
269.548.3400
landerson@gulllakecs.org

Drew Bordner
Director of Curriculum & Instructional Technology
10100 E D Ave, Richland MI 49083
269.548.3400
dbordner@gulllakecs.org

A report of unlawful discrimination, including unlawful harassment or retaliation, may be made verbally or in writing.

A student found to have perpetrated unlawful discrimination, including unlawful harassment or retaliation, may be subject to discipline, including suspension or expulsion, consistent with Policy 5206.

TITLE IX SEXUAL HARASSMENT

The District prohibits unlawful sexual harassment in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and corresponding implementing regulations. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:

- A. District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- B. Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity.
- C. Sexual assault, dating violence, domestic violence, or stalking, as defined by the Violence Against Women Act, 34 USC § 12291 et. seq., and the uniform crime reporting system of the Federal Bureau of Investigation, 20 USC 1092(f)(6)(A)(v).

If you have been the victim of sexual harassment, or if you need to report an incident of sexual harassment, please contact the District's Title IX Coordinator:

Lisa Anderson
Assistant Superintendent
10100 E D Ave, Richland MI 49083
269.548.3400
landerson@gulllakecs.org

Drew Bordner
Director of Curriculum & Instructional Technology
10100 E D Ave, Richland MI 49083
269.548.3400
dbordner@gulllakecs.org

For more information, please see Board Policy 3118.

STUDENT RIGHTS AND RESPONSIBILITIES

School rules and procedures are designed to allow each student to obtain a safe, orderly, and appropriate education. Students will be expected to follow teachers' directions and obey all school rules. Disciplinary procedures are designed to ensure due process (a fair hearing) before a student is removed because of his/her behavior.

Parents have the right to know how their student is succeeding in school and will be provided information on a regular basis and as needed when concerns arise. Many times, it will be the student's responsibility to deliver that information. If necessary, the mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way link with their student's teachers and support staff by informing the staff of suggestions or concerns that may help their student better accomplish his/her educational goals. A concern should first be addressed with the person most closely related to a situation (usually the teacher) before proceeding to a building administrator.

The staff expects students to arrive at school prepared to learn. It is the student's responsibility to arrive on time and be prepared to participate in the educational program. If for some reason this is not possible, the student should seek help from the counselor.

At Gull Lake High School or Gateway Academy, any adult students (age 18) or older) are expected to follow all school rules. If residing at home, adult students should include their parents in their educational program.

STUDENT WELL-BEING

Student safety is the responsibility of the staff. All staff members are familiar with emergency procedures such as fire and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, he/she must notify any staff person immediately.

All students must have an emergency medical card completed, signed by a parent or guardian, and filed in the School office.

Students with specific health care needs should submit those needs, in writing and with proper medical documentation, to the school office.

INJURY AND ILLNESS

All injuries must be reported to a teacher or the office. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures.

A student who becomes ill during the school day should request permission from the teacher to go to the office. When the building principal or designee determines that a student is too ill or injured to remain at school, school staff will contact the student's parent/guardian or other designated responsible adult to pick up the student from school. If the student requires immediate medical attention, the District will first attempt to contact a parent/guardian or other designated responsible adult when reasonably possible. If contact cannot be made, the building principal or designee will take any reasonable action necessary on the student's behalf, consistent with state law.

IMMUNIZATIONS

Each student must be current with all immunizations required by law or have an authorized waiver from the State immunization requirements, on the form required by the local health department. The District will not permit a student to attend school unless the parent/guardian provides evidence of immunizations or exemptions consistent with Board Policy 5713 and state law. Any questions about immunizations or waivers should be directed to the building office.

EMERGENCY MEDICAL AUTHORIZATION

Every student must have a Student Profile Form completed and signed by his/her parent in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and other extra-curricular activities, and co-curricular activities.

The School has made the form available to every parent during the student orientation.

USE OF MEDICATIONS

Whenever possible, parents/guardians should arrange student medication schedules to eliminate the need for administration of medication at school. When a student requires prescription or over-the-counter medication at school, the following procedures apply:

1. The student's parent/guardian must annually submit a written request and consent form as required by the District.
2. A building principal or designee must request that the parent/guardian supply medications in the exact dosage required whenever feasible.
3. The building principal or designee will notify the student's parent/guardian of any observed adverse reaction to medication.
4. All medications must be in the original container.

See Policy 5703 for detailed medication administration procedures.

A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written request and the parent's written release.

Medication that is brought to the office will be properly secured. Medication may be conveyed to school directly by the parent or with transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance. A 2-4-week supply of medication is recommended. Medication MAY NOT be sent to school in a student's lunch box, pocket, or other means on or about his/her person, except as otherwise outlined in this handbook and in Board Policy 5703.

All medications must be in their original containers and in the exact dosage required.

Students may carry asthma inhalers and epinephrine auto-injectors if prior, written approval is obtained from the physician and parent. The documentation must be submitted to the building principal, who will notify the student's teachers and other staff, as appropriate. Any student who possesses an asthma inhaler or epinephrine auto-injector must have on file a written emergency care plan drafted by a physician in collaboration with the student's parent/guardian.

Any unused medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of the school year. The parents shall have sole responsibility to instruct their student to take the medication at the scheduled time, and the child has the responsibility for both presenting himself/herself on time and for taking the prescribed medication.

HOME-BOUND INSTRUCTION

The District shall arrange for individual instruction to students of legal school age who are not able to attend classes because they are hospitalized or confined to the home due to a physical or emotional disability for a period longer than 5 consecutive days. Parents should contact the school administration regarding procedures for such instruction. Applications must be approved by administration. The District will provide home-bound instruction only for those confinements expected to last at least 5 days, consistent with Board Policy 5416 and state law. Applications for individual instruction shall be made by a physician licensed to practice in this State, parent, student, or other caregiver. A licensed physician must: certify the nature and existence of a medical condition; state the probable duration of the confinement; request such instruction; present evidence of the student's ability to participate in an educational program.

CONTROL OF CASUAL CONTACT COMMUNICABLE DISEASES

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease. District personnel will not ostracize or embarrass a student who has been exposed to a communicable disease and will maintain student confidentiality.

Specific diseases include, but are not limited to, diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, COVID-19, and other conditions indicated by the Local and State Health Departments. Any removal will only be for the contagious period, or as directed by the local health department.

LICE, NITS, AND BED BUGS

Students with live lice, nits, or bed bugs will be readmitted to school after treatment to ensure that pests are not brought to school. When lice or nits are found in a student's hair, the student will be permitted to remain at school for the remainder of the school day but will be restricted from activities that involve close head-to-head contact or sharing of personal items. District personnel will not ostracize or embarrass a student and will

maintain student confidentiality. Board Policy 5709 contains additional information about lice, nits, and bed bugs.

INDIVIDUALS WITH DISABILITIES

State and federal law prohibit discrimination on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities. Any claim of disability-based discrimination will be addressed using the procedures in Policy 5202.

The District will follow state and federal law and applicable rules and regulations in identifying, locating, evaluating, and educating students with disabilities.

Eligible students with disabilities under the Individuals with Disabilities Education Act (IDEA) are entitled to a free appropriate public education through an individualized education program. A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by IDEA. Contact the Special Education Office at 269.548.3416 to inquire about evaluation procedures and programs.

Section 504-eligible students are entitled to a free appropriate public education through a Section 504 plan. IDEA-eligible students will receive a free appropriate public education through an IEP, not a Section 504 plan. Contact Molly Rabe to inquire about evaluation procedures and programs.

STUDENT RECORDS

Many education records are kept by the teachers, counselors and administrative staff. Education records may include, but are not limited to: student work samples, assessments, evaluations, surveys, health and medical information, immunization records, birth certificates, proof of residence, proof of achievements and awards, behavior records, investigation reports, incident reports, attendance records, all records necessary for the District to satisfy state or federal legal obligations, and any record necessary for the District to prove that a student was accurately counted in membership for state aid and grant purposes.

There are two basic kinds of education records – directory information and confidential records. Directory information can be given to any person or organization for non-profit making purposes when requested, unless the parents of the student restrict the information by using the Directory Information Opt-Out Form, which is provided to all parents/guardians and eligible students within the first 30 days of the school year. Directory information includes:

- Student names, addresses, and telephone numbers.
- Photographs, including photographs and videos depicting a student's participation in school-related activities.
- Major field of study.
- Enrollment status (e.g., full-time or part-time).
- Dates of attendance (e.g., 2013-2017).
- Participation in officially recognized activities and sports.
- Weight and height of athletic team members.
- Degrees, honors, and awards received.
- Most recent educational agency or institution attended.

Confidential records contain educational and behavioral information that has restricted access based on the Family Education Rights and Privacy Act (FERPA) and Michigan law. This information can only be released with the written consent of the parents/guardians or the adult student. Certain exceptions apply, which may, in some cases, allow or require disclosure without consent. .

Parents may also provide the School with copies of records made by non-school professional agencies or individuals. Information on former students that was collected while the student attended or that relates to the student's attendance at school also falls into directory and confidential information categories and will be made available on the same basis as enrolled students.

Students and parents have the right to review all educational records generated by the school district, request amendment to these records, insert addendum to records, and obtain copies of such records, consistent with Board Policy 5309. Copying costs may be charged. If a review of records is desired, please contact the building office, in writing, stating the records desired. The records will be collected, and an appointment will be made with the appropriate persons present to answer any questions.

STUDENT FEES, FINES, AND CHARGES

Gull Lake Community Schools charges specific fees for the non-curricular activities and programs consistent with Board Policy 5404. Such fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to school property. The school and staff do not make a profit.

Students using school property and equipment can be fined for excessive wear and abuse of the property and equipment. The fine is used to pay for the damage, not to make a profit. The District may pursue legal remedies to collect unpaid fines.

STUDENT SUPPLIES

The District will provide all basic supplies needed to complete the required course curriculum. The student and/or his/her family may choose to purchase their own supplies. See Policy 5404.

STUDENT FUNDRAISERS

The following general rules will apply to all fundraisers:

- Student fundraising activities are subject to review and approval by the Superintendent or designee.
- Students involved in the fund-raiser are not to interfere with students participating in other activities in order to solicit funds.
- No house-to-house canvassing is allowed by any student for any fundraising activity.
- A staff member, to prevent a student from over-extending himself/herself to the point of potential harm, will monitor fund-raisers that require students to exert themselves physically beyond their normal pattern of activity.
- No student may participate in a fundraising activity conducted by a parent group, booster club, or community organization on school property without the approval of the Principal.

STUDENT VALUABLES

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, (including cell phones), and the like, are tempting targets for theft and extortion. The school cannot be responsible for their safekeeping and will not be liable for loss or damage to personal valuables.

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

Parents have the right to review District-approved curriculum, textbooks, and instructional materials, including any material that will be used in connection with a survey, analysis, or evaluation, upon request made consistent with building procedures. They may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the Principal prior to coming to the School. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits. Please see Board Policy 5401 for additional information.

MEAL SERVICE

The school participates in the National School Lunch Program and makes breakfast and lunch available to both students and staff. Ala Carte items are available. Students may also bring their own lunch to school to be eaten in the school's cafeteria.

Applications for the school's Free and Reduced-Priced Meal Program are distributed to all students. If a student does not receive one and believes that he/she is eligible, contact the Food Service Director at 269.548.3550.

Gull Lake Community Schools offer an online payment processing system PaySchools. Parents can make payments on the school website, gulllakecs.org/departments/food-service/payschools with an e-check or credit card.

Students will be allowed to charge a maximum of 5 lunches at any time until their charges are paid.

FIRE, TORNADO, AND LOCK DOWN DRILLS

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building. The alarm signal for fire drills consists of a continuous signal and strobe light until alarm is turned off.

Tornado drills will be conducted using the procedures provided by the State. The alarm signal for tornadoes consists of a wail alarm. When the warning is given, students will walk quietly to the assigned area and remain there until an "all clear" signal or statement is given. Extracurricular activities will be canceled when a tornado watch occurs.

Lock down drills in which the students are restricted to the interior of the classroom or school building and the building is secured, will occur according to State law each school year. The alarm system for a school lock down consists of an announcement over the PA stating, "This is a lock down; remain in your room until further notification."

EMERGENCY CLOSINGS AND DELAYS

If the School must be closed or the opening delayed because of inclement weather or other conditions, the District will notify the following television stations:

WWMT-Channel 3
Gull Lake Website

WOOD-Channel 8/41
Gull Lake Facebook

FOX-Channel 17
Gull Lake Twitter

Gull Lake Community Schools uses School Messenger for robocalls in the event of closings and delays. Information is also available at gulllakecs.org. Parents and students are responsible for knowing about emergency closings and delays.

VISITORS

Visitors, particularly parents, are welcome at the School, consistent with Board Policy 3105. In order to properly monitor the safety of students and staff, each visitor must report to the main office upon entering the school. Any visitor found in the building without a visitor badge shall be reported to the Principal. If a person wishes to confer with a member of the staff, he/she must call for an appointment prior to visiting the school. Students may not bring visitors to school. The District reserves the right to deny visitor access for any lawful reason, including to prevent disruption to the educational process or to ensure student safety.

USE OF SCHOOL EQUIPMENT AND FACILITIES

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the Principal to use any other school equipment or facility. Students will be held responsible for the proper use and safekeeping of any equipment or facility they can use.

Other individuals may use District property in limited circumstances, as described in Board Policy 3304. To rent space for your next event or meeting or reserve school facilities for your sports team, please visit <http://www.gulllakecs.org>, click on Departments, then Facility Scheduling and Reservations. Use of district property must comply with all Board Policies.

SCHOOL ISSUED DEVICE AND COMPUTER RESOURCES/ACCESS

Student use of District technology is a privilege, not a right, and is governed by Policy 3116 and the applicable acceptable use agreement.

The District provides students with access to the District's technology resources, including its computer and network resources, in a manner that encourages responsible use. Any use of District technology resources that violates federal or state law, Board Policy 3116, or the District's acceptable use policy, is expressly prohibited. Students have no right to privacy while using District technology resources.

The use of District resources is to support the academic program and will include School Issued Device use, stand-alone computer use, networked computer uses and/or access to the Internet and World Wide Web. As such, this access will:

- Assist in the collaboration and exchange of information.
- Facilitate personal growth in the use of technology.
- Enhance information gathering and communication skills.

In exchange for school-issued device and computer access, students understand and agree to all terms in the applicable acceptable use agreement. In consideration for the privilege of using the District resources, and in consideration for having access to the information contained through them, students release the District and its employees from any and all claims arising from the use or inability to use the resources.

Please refer to the GLCS Electronic Device Acceptable Use Policy on the Gull Lake Community Schools website at gulllakecs.org/parents/district-forms.

LOCKERS

Lockers are District property and may be made available for student use. Lockers are assigned to students on a temporary basis, and District administration may revoke a student's locker assignment at any time. The District retains ownership of lockers notwithstanding student use.

Students have no expectation of privacy in their lockers. The building principal or designee may inspect lockers without any particularized suspicion or reasonable cause and without advance notice. Upon the request of the building principal or designee, law enforcement may assist with searching lockers. During a locker search, student privacy rights will be respected for any items that are not illegal or against Board Policy.

ATTENDANCE

Regular school attendance is vitally important to each student as it directly affects his/her progress academically and his/her development of attitudes and habits for later life. Studies of student progress inschool show a high correlation between attendance and success or absence and failure. Employers and institutions of higher education request attendance records as a part of student application data and weigh such records heavily in their decisions.

While keeping records of student attendance is a school function, the primary responsibility for ensuring regular attendance at school rests with the parent and the student. At the same time, the school continually tries to teach students the value and importance of regular attendance. Through the cooperative efforts of parents and the school, it is hoped that each student will develop attendance habits and attitudes, which will be helpful to his/her future endeavors.

Finally, as it is sometimes impossible to make-up work done in class, students and parents should be aware that any absence might adversely affect the student's progress for grade. We expect that parents make every effort possible to take vacations, trips, schedule work, dental and doctor appointments after school hours or during school vacations.

Each building has established its own attendance policies and procedures, contained in the building-specific handbook. Students and parents must familiarize themselves with their school's attendance policies and procedures.

STUDENT CODE OF CONDUCT

A major component of the educational program at Gull Lake Community Schools is to prepare all students to become responsible citizens by learning how to conduct themselves properly and in accordance with established standards. The general expectations below apply to all schools in the District. Each building has alsodeveloped its own student code of conduct, contained in the building-specific handbook. All student discipline must comply with Board Policies 5206-5206E, which are available on the District's website and attached to this handbook.

It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with the words "safe" and "orderly". Discipline is within the sound discretion of the School's staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situation.

Expected Behaviors

Each student shall:

- Abide by national, state, and local laws as well as the rules of the school.
- Respect the civil rights of others.
- Act courteously to adults and fellow students.
- Be prompt to school and attentive in class.

- Work cooperatively with others when involved in accomplishing a common goal regardless of the other's ability, gender, race, or ethnic background.
- Complete assigned tasks on time and as directed.
- Help maintain a school environment that is safe, friendly, and productive.
- Act at all times in a manner that reflects pride in self, family, and in the school.

Backpacks/Athletic Bags/Purses

Students may carry a small purse, wallet, backpack or book bag during the school day under the following conditions. Backpacks and book bags must be used for the sole purpose of transporting books and other school related items to and from class. Additionally, such bags may not impede in the educational process. Students who fail to comply with this requirement will be subject to further disciplinary action. The final decision in any situations involving a backpack or book bag will rest with building administrators.

Care of Property

Students are responsible for the care of their own personal property. The school will not be responsible for personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The School may confiscate such items and return them to the student's parents.

Damage to or loss of school equipment and facilities wastes taxpayer's money and undermines the school program. Therefore, if a student damages or loses school property, the student or his/her parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline according to the Student Discipline Code.

HAZING

Hazing is prohibited. Hazing includes any form of initiation that causes or creates a risk of causing mental or physical harm, no matter how willing the participant may be. Hazing is any type of initiation procedure for any school related activity, which involves conduct such as but not limited to:

- A. Illegal activity, such as drinking or drugs.
- B. Physical punishment or infliction of pain.
- C. Intentional humiliation or embarrassment.
- D. Dangerous activity.
- E. Activity likely to cause mental or psychological stress.
- F. Forced detention or kidnapping.
- G. Undressing or otherwise exposing initiates.

Under no circumstances will the School threaten or retaliate against anyone who raises or files hazing complaints. See Board Policy 5203 for more information.

STUDENT CONCERNS, SUGGESTIONS, AND GRIEVANCES

The School is here for the benefit of the students. The staff is here to assist a student in becoming a responsible adult. If a student has suggestions that could improve the school, he/she should feel free to offer them. Written suggestions may be presented directly to the Principal or to the student government.

When concern or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. A student with suggestions, concerns, and grievances may be directed to the Principal or to the student

government. A student has the right to a hearing if the student believes he/she has been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. A student may not petition to have a change in grade.

STUDENT RIGHTS OF EXPRESSION

The District will balance student speech and expression rights with its responsibility to provide a safe, orderly learning environment. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, and other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

An item cannot be displayed if it:

1. Materially and substantially disrupts the school environment, or school officials can reasonably forecast that it will create a substantial disruption.
2. Is obscene, sexually explicit, indecent or lewd.
3. Promotes the use of or advertises illegal substances.
4. Incites violence.
5. Contains fighting words or constitutes a true threat of violence.
6. Involves a student walkout.
7. Urges a violation of law, Board Policy, or rule.
8. Is not constitutionally protected.

Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether the materials they wish to display meet school guidelines may present them to the Principal 24 hours prior to display.

TRANSPORTATION HANDBOOK

Bus Transportation/Safety Information on the Gull Lake Website at the following link:

<https://www.gulllakecs.org/departments/transportation>

APPENDICES

All Board Policies are available at: [gulllakecs.org/district/board-of-education-and-board-policies](https://www.gulllakecs.org/district/board-of-education-and-board-policies). Copies of certain policies are attached as appendices to this handbook for student and parent reference.

Appendix 1: Policy 5207 – Anti-Bullying