



Dear Glen Lake Elementary School Families,

The 2020-2021 Parent/Student Handbook is being provided to inform you about specific dates and policies, and to help you better understand the normal school routine. We hope that you will find it helpful. However, please understand, this handbook provides basic information about a complex organization. Therefore, if you have any questions about the routine of the school day or need clarification on certain policies, please feel free to contact the elementary office at 334-3061 ext. 517. We are here to help in any way we can.

The Glen Lake Elementary Mission Statement has been an integral part of the success we have experienced over the years. Our mission: **QUALITY \* COMMITMENT \* RESPECT \* RESPONSIBILITY** involves each and every person in our elementary school program. It is something in which we believe and that we model for our students and live ourselves. Again this year we will emphasize: 1) maintaining a positive attitude 2) being honest 3) being polite, courteous, and thoughtful. We believe we have great kids, and this sustaining focus will enhance the admirable qualities embodied in our students and staff.

It is our hope that as you enter Glen Lake Elementary School you will see the RESPONSIBLE nature the students exhibit on a daily basis; showing the QUALITY, COMMITMENT, and RESPECT that they have for themselves, their families, their school, classmates, and visitors that grace our halls. It is my hope that the 2020-2021 school year will be stimulating and productive for us all. Thank you for entrusting your most precious possessions, your children, to our care. We appreciate your support, and welcome your participation. We look forward to working with you this school year.

Sincerely,

Ryan Schrock, Principal  
Glen Lake Elementary School

NOTICE OF NON-DISCRIMINATION POLICY

The Glen Lake Community Schools complies with all Federal Laws and regulations prohibiting discrimination and with all requirements and regulations of the U. S. Department of Education. It is the policy of the Glen Lake Community Schools that no person on the basis of race, color, religion, national origin, or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it received financial assistance from the U.S. Department of Education.

**GLEN LAKE COMMUNITY SCHOOLS  
Board of Education 2020-21  
Board Elections are held in November (even years)**

<b>Title</b>	<b>Name</b>	<b>Email</b>
<b>President</b>	<b>Lisa Siddall</b>	<a href="mailto:lisasiddallds@gmail.com">lisasiddallds@gmail.com</a>
<b>Vice President</b>	<b>Cory McNitt</b>	<a href="mailto:mcnittc@mylakers.org">mcnittc@mylakers.org</a>
<b>Secretary</b>	<b>Brooke Hazael-Massieux</b>	<a href="mailto:Hazaelmassieux@mylakers.org">Hazaelmassieux@mylakers.org</a>
<b>Treasurer</b>	<b>Rich Schanhals</b>	<a href="mailto:schanhalsr@mylakers.org">schanhalsr@mylakers.org</a>
<b>Trustee</b>	<b>Leah Mosher</b>	<a href="mailto:mosherl@mylakers.org">mosherl@mylakers.org</a>
<b>Trustee</b>	<b>Ginna Woessner</b>	<a href="mailto:woessnerv@mylakers.org">woessnerv@mylakers.org</a>
<b>Trustee</b>	<b>Jason Homa</b>	<a href="mailto:homaj@mylakers.org">homaj@mylakers.org</a>

Updated: November 17, 2020

Board of Education Meetings will be held the second Monday of each month at 6:00pm. Special meeting dates and times (if any), are posted on the entrance doors of the school.

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## ABSENCES FROM SCHOOL

If your child is absent, or will be tardy, please call the school office (334-3061, ext. 516) 24 hours a day, or send a note with a brother, sister, or neighbor to be delivered to the elementary office. Tardies and absences are marked according to the below time guidelines:

Arrive between 8:11am and 10:00am = excused tardy  
Arrive between 10:01am and Lunch = absence  
Leave between Lunch and 1:30pm = absence  
Leave between 1:31pm and 3:10pm = excused tardy

If a child is absent, and the school has not been notified, then we will initiate a phone call to:

Home/Cell  
Place of work, or  
Emergency contact person

In making our phone calls, we will use the information from the 2020-21 Student Information Form. The call-in system is designed to increase the safety of Glen Lake elementary students.

If your child will be out of school for an extended period of time because of a family vacation (or emergency) please notify in writing the elementary office **and** your child's teacher. The absence must be preapproved by your child's classroom teacher. This will facilitate the process of the teachers providing work for the student(s) to complete while away from school.

A letter will be sent home after a child has ten (10) absences. If a child has additional absences that total fifteen (15), we will send home a second letter and/or make a call home. If absences due to illness are excessive the school can request doctor's verification to excuse the student. If there is no doctor verification to excuse illness, the absences can be listed as unverified/unexcused. Should a student accumulate excessive tardies, he/she may be referred to the principal to begin the truancy process. Depending on circumstances, a conference with parents and staff may be requested. Our attendance policy and implementation of it are guided by State of Michigan and local mandates. Please stop in the office to review these mandates.

**NOTE: If your child is going home a different way than normal, please send a note or give the elementary office a call by 11:00am to make us aware of your wishes.** A child is not allowed to leave the school grounds during the school day without the knowledge of the principal or her designee. Teachers/Support staff are not to release a student(s) to an adult without permission from the office.

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## ACADEMIC PHILOSOPHY

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### MISSION STATEMENTS

#### District

Glen Lake Community School is committed to provide a motivational and instructional environment, which will maximize development of the intellectual, emotional, and physical potential of every person.

#### Elementary School

Quality, Commitment, Respect, Responsibility

### SCHOOL EXIT OUTCOMES

Exit outcomes are derived from the mission and belief statements and describe the attitudes we want each graduate of Glen Lake Community School to possess.

The Glen Lake Community School is committed to fostering in each student the ability to:

1. Communicate effectively.
2. Use critical thinking skills effectively to solve problems and make decisions.
3. Take responsibility for their own learning and be self-directed learners.
4. Exhibit responsibility, respect, and stewardship for oneself, the community, and our environment.
5. Adapt to change.

6. Work in a productive and efficient manner, both independently and in cooperation with others.
7. Understand and value cultural diversity and human equality.

#### BELIEF STATEMENTS

- Everyone can learn.
- Every person is entitled to be respected, valued, and nurtured.
- The learning environment must be organized, with high expectations for each individual.
- Education improves with student, parent, staff, and community involvement.

### ***ANIMALS ON DISTRICT PROPERTY***

## **8390 - ANIMALS ON DISTRICT PROPERTY**

### **Introduction**

The Board of Education recognizes that there are many occasions when animals are present on District property and many reasons for those animals' presence. Animals are commonly utilized by teachers during classroom presentations and are often housed in classrooms and other locations on campus. Additionally, employees, students, parents, vendors, and other members of the public may be accompanied at school by a service or therapy animal in accordance with Federal and State law and this policy.

This policy applies to all animals on District property, including service animals.

### **Definitions**

- A. **"Animal"**: includes every vertebrate other than a human.
  
- B. **"Service animal"**: pursuant to 28 C.F.R. Section 35.104, "means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition."

The Americans with Disabilities Act (ADA) also defines a miniature horse as an animal that can serve as a service animal, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. To better determine whether the Board must allow for the use of a miniature horse or make modifications to buildings, the Board should refer to Section 35.136 (c) through (i) of

the ADA.

## **Vaccination, Licensing and/or Veterinary Requirements**

Animals housed on or brought on to District property for any school purpose, such as to conduct random searches for illegal substances or to support classroom activities, or brought on to District property on a regular basis for any purpose, including service animals, must meet every veterinary requirement set forth in State law and County regulation/ordinance, including but not limited to rabies vaccination or other inoculations required to be properly licensed.

## **Non-Service Animals in Schools and Elsewhere on District Property**

Animals permitted in schools and elsewhere on District property shall be limited to those necessary to support specific curriculum-related projects and activities, those that provide assistance to a student or staff member due to a disability (e.g., seizure disorder), those that provide a reasonable accommodation to a student in accordance with a Section 504 Plan, or those that serve as service animals as required by Federal and State law.

Taking into consideration that some animals can cause or exacerbate allergic reactions, spread bacterial infections, or cause damage and create a hazard if they escape from confinement, the Principal may permit non-service animals to be present in classrooms to support curriculum-related projects and activities only under the following conditions:

- A. the staff member seeking approval to have a non-service animal in his/her classroom shall:
  - 1. provide a current satisfactory health certificate or report of examination from a veterinarian for the animal;
  - 2. take precautions deemed necessary to protect the health and safety of students and other staff;
  - 3. ensure that the animal is treated humanely, keeping it in a healthy condition and in appropriate housing (e.g., a cage or tank) that is properly cleaned and maintained; and,
  - 4. keep the surrounding areas in a clean and sanitary condition at all times;
- B. other staff members and parents of students in areas potentially affected by animals have been notified in writing and adjustments have been made to accommodate verified health-related or other concerns.

Except where required by law, the presence of a non-service animal shall be disallowed if documented health concerns of a student or staff member cannot be accommodated.

## **Service Animals for Students**

A service animal is permitted to accompany a student with a disability to whom the animal is assigned anywhere on the school campus where students are permitted to be.

A service animal is the personal property of the student and/or parents. The Board does not assume responsibility for training, daily care, or healthcare of service animals. The Board does not assume

responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on District property or at District-sponsored events.

A service animal that meets the definitions set forth in the ADA and this policy shall be under the control of the student with a disability, or a separate handler if the student is unable to control the animal. A service animal shall have a harness, leash, or other tether, unless either the student with a disability is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the student's control (e.g., voice control, signals, or other effective means), or under the control of a handler other than the student.

If the student with a disability is unable to control the service animal and another person serves as the animal's handler, that individual shall be treated as a volunteer and, as such, will be subject to Policy 4120.09.

### **Removing and/or Excluding a Student's Service Animal**

If a service animal demonstrates that it is not under the control of the student or its handler, the Principal is responsible for documenting such behavior and for determining if and when the service animal is to be removed and/or excluded from school property.

Similarly, in instances when the service animal has demonstrated that it is not housebroken, the Principal shall document such behavior and determine whether the service animal is to be removed and/or excluded from school property.

The Principal shall notify the Superintendent when a service animal is removed and/or excluded, and, immediately subsequent to such notification, document the reasons for the removal and/or exclusion.

The Principal's decision to remove and/or exclude a service animal from school property may be appealed in accordance with the complaint procedure set forth in Policy [2260](#) – Nondiscrimination and Access to Equal Educational Opportunity.

The procedures set forth in Policy [2260](#) – Nondiscrimination and Access to Equal Educational Opportunity do not interfere with the rights of a student and his/her parents or an eligible student to pursue a complaint with the United States Department of Education's Office for Civil Rights or the Department of Justice.

### **Eligibility of a Student's Service Animal for Transportation**

A student with a disability shall be permitted to access School District transportation with his/her service animal. There may also be a need for the service animal's handler, if the handler is someone other than the student, to also access School District transportation.

When a service animal is going to ride on a school bus or other Board-owned or leased vehicle, the student and his/her parents, or eligible student, and the handler, if s/he is someone other than the student, shall meet with the Transportation Supervisor to discuss critical commands needed for daily interaction and emergency/evacuation, and to determine whether the service animal should be secured on bus/vehicle with a tether or harness.

At the discretion of the Transportation Supervisor an orientation will take place for students and staff who will be riding the bus/vehicle with the service animal regarding the animal's functions and how students should interact with the animal.

The service animal shall board the bus by the steps with the student, not a lift, unless the student uses the lift to enter and exit the bus. The service animal must participate in bus evacuation drills with the student.

While the bus/vehicle is in motion, the service animal shall remain positioned on the floor, at the student's feet.

Situations that would cause cessation of transportation privileges for the service animal include:

- A. the student, or handler, is unable to control the service animal's behavior, which poses a threat to the health or safety of others; or
- B. the service animal urinates or defecates on the bus.

The student and his/her parents shall be informed of behaviors that could result in cessation of transportation privileges for the service animal, in writing, prior to the first day of transportation.

If it is necessary to suspend transportation privileges for the service animal for any of the above reasons, the decision may be appealed to the Transportation Supervisor.

Although transportation may be suspended for the service animal, it remains the District's responsibility to transport the student. Furthermore, unless the behavior that resulted in the service animal's removal from the bus is also documented during the school day, the service animal may still accompany the student in school.

### **Service Animals for Employees**

In accordance with Policy [1623](#), Policy 3123, and Policy [4123](#) - Section 504/ADA Prohibition Against Disability Discrimination in Employment, the Board provides qualified individuals with disabilities with reasonable accommodation(s). An employee with a disability may request authorization to use a service animal while on duty as such an accommodation. The request will be handled in accordance with the ADA mandated interactive process.

### **Service Animals for Parents, Vendors, Visitors, and Others**

Individuals with disabilities who are accompanied by their service animals are permitted access to all areas of the District's facilities where members of the public, as participants in services, programs or activities, as vendors, or as invitees, are permitted to go. Individuals who will access any area of the District's facilities with their service animals should notify the Principal that their service animal will accompany them during their visit.

An individual with a disability who attends a school event will be permitted to be accompanied by his/her service animal in accordance with Policy [9160](#) - Public Attendance at School Events.

28 C.F.R. 35.104

Section 504 of the Rehabilitation Act of 1973, as amended (Section 504)

The Americans with Disabilities Act, as amended (ADA)

The Individuals with Disabilities Education Improvement Act (IDEIA)

## **BICYCLE USAGE**

Parents should determine if a student is responsible enough to ride a bicycle to school. Students who do ride their bikes to school are expected to:

1. Walk their bikes whenever they are on sidewalks adjacent to the school.
2. Park their bikes in the bike rack outside the superintendent's lobby doors.
3. Observe safety rules en route to and from school.
4. Arrive at school in a timely manner that allows them to be on time for the start of the school day.

Please supply your child with a safety helmet, and a good safety chain and lock, if you can. The school will not be responsible for lost or damaged bicycles.

## **BOARD OF EDUCATION MEETINGS**

Board of Education Meetings will meet on the 2<sup>nd</sup> Monday of each month at 6:00 pm. Special meeting dates and times (if any) are posted on the entrance doors of the school.

## **BULLYING**

### 8260 Bullying

It is the policy of the District to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment of bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

### Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents/Guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

#### Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy. This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

#### Procedure

Any student who believes he/she has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or Assistant Principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building Principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Principal or other administrator as designated shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit and should be completed within three (3) school days after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents/guardians, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

#### Non-Retaliation/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above. The Superintendent shall establish, through the building Principals, a series of programs or other initiatives aimed at the prevention of bullying and/or aggressive behavior. These programs or initiatives shall involve at a minimum, a variety of students, school staff and administrators selected by the Principals, as well as other stakeholders that the principal views important to the anti-bullying program.

## Definitions

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, he/she should report it immediately and allow the administration to determine the appropriate course of action.

**“Aggressive Behavior”** is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student’s educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

**“At School”** is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

**“Bullying”** is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts, i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

1. Substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
2. Adversely affecting the ability of a student to participate in or benefit from the school District’s education programs or activities by placing the student in reasonable fear or physical harm or by causing substantial emotional distress;
3. Having an actual and substantial detrimental effect on a student’s physical or mental health; and/or
4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

1. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
2. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
3. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

**“Harassment”** includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city etc.).

**“Intimidation/Menacing”** includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person’s property; or to intentionally interfere with or block a person’s movement without good reason.

**“Staff”** includes all school employees and Board members.

**“Third Parties”** include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For further definition and instances that could possibly be construed as Harassment, see policy 8018: Hazing, see Policy 8270.

Approved: **May 21, 2012**

Revised:

LEGAL REF: MCL 380.1310B (Matt's Safe School Law, PA 241 of 2011); Model Anti-Bullying Policy, Michigan State Board of Education

## **2020-2021 CALENDAR**

# **See Website**

**Note:** Students are dismissed at 11:30 am on half days.

This calendar **DOES NOT** have additional days added. An adjustment will be made in April, if we exceed the state allowed six (6) “Act of God” days, which means additional days **MAY BE ADDED**.

**Please Note:** This calendar is subject to change to align with the ISD or county schools’ calendar or to meet state mandated hour requirements.

## COMMUNICATING WITH THE SCHOOL

Parents may call the school anytime during the hours of 7:30 am and 4:30 pm. Our number is 334-3061 ext. 2. Parents may also call and leave a message 24 hours a day using ext. 516 regarding your child and illness, etc.

### Elementary Office

Principal – Ryan Schrock	515
Secretary – Nicole Street	517
Registrar – Amie Valkner	516
Health Office – Nurse	518
Counselor – Cassidy Fisher	111
Counselor – Amy Johnson-Velis	112

### Voice Mail

### Teaching Staff

Taryn Anderson-Budd	113
Katie Bonne-Miller	107
Nathan Brandsen	117
Julie DuLac	125
Jennifer Gretzmacher	102
Melanie Griffith	121
Linda Kinder	114
Marni LaPaugh	123
Leah LaVanture	119
Leah Lawson	118
Lisa Migazzi	109
Sarah Jane Miller	100
Chris Morehead	103
Alisha Needham	116
Katri O’Neill	101
Sue Pierce	126
Megan Peterson	124
Gavin Richmond	105
Rich Ruelas	580
Carrie Schichtel	115
Sarah Shutler	106
Mary Beth Slack	122
Crystal Sobeck	108
Amber Turner	127
TBAISD	104

### Voice Mail

We’re always delighted to have you visit our school; it gives us a chance to get to know you better and to share information about our school programs and operations.

## CONFIDENTIALITY OF RECORDS

Your child’s educational records are considered confidential, except for directory information such as name, address, date of birth, etc. A child’s parent, guardian, or designated representative may review the student’s educational records and

obtain a copy (for a nominal fee), according to the Family Educational Rights and Privacy Act (FERPA). To review your child’s records, make an appointment through the elementary office.

School district personnel and other individuals (designated by law) may also review the files on a “need to know” basis. Other than these, no one may review your child’s file without your consent.

If your child’s record contains information that you think is inaccurate, misleading, or violates your child’s rights, you may request that the information be removed or corrected. If there is disagreement about any information in the record, you may submit a letter detailing the case and request a

hearing. You may also file a complaint with the U.S. Department of Education in Washington, D.C., if you believe the school is violating public policies and statutes.

### **CONTAGIOUS DISEASES**

It is important to balance attendance at school with the need to keep sick children at home. Children who are ill cannot learn well, and may spread illness to their classmates. **Children with a fever of 100.0 or more should not come to school, and they should stay home until the fever is gone, without the use of medication, for at least 24 hours. Children with vomiting or diarrhea should stay at home, and not return for at least 24 hours.** Please help us protect all of our students from unnecessary exposure by following this guideline.

If your child is diagnosed as having an infectious disease, please report this to the school nurse or office secretary right away. It is mandatory that the school report certain illnesses to the health department for the safety of the whole community. We may also need to take steps to help reduce the spread of illness within the school. **You and your child's privacy will be absolutely protected when you report illness to the school.** The following are some common illnesses which you should report to us. This is not a complete list. If you have a question about this or other health-related issues, contact the school healthcare provider for assistance.

Flu/Influenza (any type)  
Pneumonia  
Fever of 100.4 or more for any reason  
Strep Throat  
Chicken Pox

### **COUNTY HEALTH DEPARTMENT SERVICES**

1. Hearing Technician gives hearing tests once a year to students in Kdg., 2<sup>nd</sup>, and 4<sup>th</sup> grade.
2. Vision Technician gives vision tests once a year to students in 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grade.

### **DAILY SCHEDULE**

Students are supervised from 8:00 (when busses begin to arrive) until 3:10 when school is dismissed. Children should not arrive before that

time, since their safety can't be assured. Similarly, students should return home immediately after school unless they participate in authorized extracurricular activities. Elementary students who are not under the direct supervision of an adult may not remain anywhere on school property after the close of school. In extraordinary circumstances unsupervised children should report to the elementary office.

For their own safety, students may not leave the campus during the school day without permission. If it is necessary for your child to leave the campus, you must notify the office in writing or in person, and your child must be signed out at the central office by you or another designated adult. Students who are riding home with a parent or other designated adult should be met by that adult at the classroom or in the office. For their safety, we do not allow unsupervised children to wait in the parking lot.

### **DESK-LOCKER INSPECTIONS AND SEARCHES**

The desks, cubbies, lockers, and/or other areas where students keep their books, supplies and personal items are the property of the school. All students are expected to keep their areas clean. To assure that each student's area is kept clean, it may periodically be subject to inspection by school officials. All students are also expected to keep their areas free of any harmful items. If there is any reasonable suspicion that a student's area may contain something that it is not supposed to, it may be open to a search by a school official.

### **DRESS CODES**

In dress and personal appearance, all students are required to comply with minimum standards of health and safety. Student attire and personal appearance that in any way disrupts or interferes with the educational program or its activities is prohibited. Personal appearance and clothing should be such that it maintains an educational atmosphere.

Members of the student body should have the courtesy toward their fellow students to be neat and clean at all times. No bare feet, bare midriffs, halter tops, or short shorts. Tank tops are allowed, but the shoulder strap must be at least 1 inch wide.

No suggestive or profane slogans or pictures on clothing are allowed. No clothing advertising alcoholic beverages, tobacco, drugs, or having "off color" remarks or pictures are permitted. Wearing of hats/sunglasses or roller shoes are not allowed in this school.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

Every year, our school receives numerous requests for information relating to our students. By law, Glen Lake Community Schools may disclose appropriately designated "directory information" without written parent consent, unless you have advised the District to the contrary. **To ensure that we are only releasing information according to your wishes we are requesting that each Glen Lake parent explicitly deny permission via the online opt-out form to prevent release of directory information by September 15, 2018.**

Glen Lake Community Schools has designated the following information as directory information in its student and parent handbooks:

- Name, address and telephone number
- Participation in school activities
- Dates of school attendance
- Honors and awards received
- Grade, height and weight of athletes
- Similar information usually found in yearbooks

### **FIELD TRIPS**

Classroom instruction is often supplemented by field trips. These are considered an extension of the regular classroom. Classes are transported by bus. At the start of each year, parents are asked to electronically sign a "Permission to Participate in Field Trips" form. This covers all field trips for that school year. Information regarding each field trip will be sent home well in advance of the scheduled trip.

When a special program is planned, it is the responsibility of the staff involved to determine the eligibility for participation therein. If the planners of a special event, working with building level administration, determine certain level of classroom performance, appropriate behavior,

adequate attendance, etc. is necessary, then the determination to limit who is eligible to participate is inherent in the decision making process. Some students may not be ready, behaviorally or academically, to participate in that special event. Students do not automatically gain the privilege of all specials without achieving acceptable standards of performance in the classroom, the school's primary learning environment. All decisions of this nature are appealable to the building level administrator, the superintendent, and the Board of Education. Parents accompanying field trips as chaperones may not bring children on the Glen Lake bus other than their child/children who is/are a member of the class taking the trip.

### **FUNDRAISING ACTIVITIES**

All fundraising activities must be approved in advance by the principal. No solicitation within the district will be allowed.

### **HEAD LICE POLICY**

8515 Head Lice Policy

The School District will periodically conduct "head checks" to screen for head lice infestation. This will be done by designated school personnel trained to look for head lice.

If a student is found to be infested with head lice, or to have nits, he/she will be sent home for treatment and a notification letter will be transmitted to the parent(s)/legal guardian.

Once the parent has treated their child, they may return to school. If nits are still there, the parents will be asked to continue removing the nits from their child's hair. They will be rechecked in 5-7 days to make sure all nits and lice have been removed.

### **HOMEWORK POLICY**

The Glen Lake Elementary Homework policy generally includes three types of homework. They are:

- **Practice Exercise**...which provides students with opportunities to apply new knowledge, or to reinforce newly acquired skills. If a skill is worth teaching at all, it has to be reviewed repeatedly to be mastered or memorized.

- **Preparatory Homework**...which directs students to obtain background information on a unit of study so they are better prepared for the following day's class.
- **Extension Assignments**...which encourages students to pursue knowledge individually and imaginatively. Science projects, creative essays, and social science investigations are examples of this type.

The purpose of homework is to help your child become a self-directed, independent learner. Homework reinforces academic skills, develops self-discipline, and teaches responsibility and the wise use of time. Your support and communication regarding homework is very important for your child's academic development. If you feel there is a problem with the amount or type of homework assigned, please discuss it with your child's teacher or principal.

An estimate of time to expect your student to spend on homework per night is about 10 min. per night per grade level number. (Example: A third grader could expect to average about 30 minutes per night.) Some nights these may be more or less. This increasing amount per grade level will help prepare students for the rigor of middle school when they get there.

*Teacher Responsibilities:*

Teachers consider the children's age, experience, and abilities in determining the type and amount of homework given. They also recognize that home situations and schedules vary, so the due dates for homework assignments should allow enough time to accommodate those differences. Homework will be given only on concepts that have already been introduced in class, and the teacher is expected to give children detailed instructions for completing it. Materials for projects should be easily obtainable by your family. Homework should never be used for disciplinary reasons.

*Student Responsibilities:*

Children are expected to pay attention to the teacher's instructions for completing homework assignments, and take home all books and materials needed. They are responsible for completing assignments neatly, on time, and to the best of their ability. To accomplish this, children should set aside a special time and place at home to do their homework.

*Parent Responsibilities:*

You can help tremendously by providing your child a quiet, comfortable, well-lighted place to do homework; setting a regular "homework time;" assisting your child with assignments when needed; giving your child primary responsibility for completing homework; encouraging reading for both pleasure and information; communicating with the teacher if you observe problem areas; and most of all, praising your child for his/her efforts.

**IMMUNIZATIONS**

State Law (Act No. 368 Public Acts of 1978) requires that all children entering a Michigan school for the first time must present a certificate of immunization or waiver approved by the health department.

**Effective January 1, 2015, the State of Michigan revised the Immunization Rules.** In the future, all individuals who wish to waive one or more vaccines are now required to do the following:

1. Participate in an informational session with the local health department.
  2. Complete the State Waiver form, and have this form signed by the local health department.
- *If your child currently has a waiver on file, it will remain in effect. New waivers, signed by the local health department, are required when your child is going into **kindergarten, seventh grade, or is changing schools.** Without the current waiver signed by the local health department, your child will be unable to attend **kindergarten** or continue into **seventh grade** until it is completed. New enrollees will be unable to begin without a waiver signed by the local health department.*

**Glen Lake Community Schools is no longer able to hand out Immunization Waiver Forms. Anyone requesting a waiver must schedule an appointment with the health department. Their contact information is below.**

Benzie/Leelanau Health Department  
Phone: 231-256-0200

## **INTERVENTION SERVICES**

Intervention services are provided by Glen Lake Elementary School's Intervention Specialist. An intervention specialist is a certified teacher who focuses on helping students experience success in school through a variety of means including homework organization, small group facilitation, self advocacy education, and working with families. In addition, they support students by utilizing the Americans with Disabilities Act's 504 process and act as a liaison between Glen Lake families and resources available in our community. Students may see the intervention specialist by their own request, through a staff referral, or by parental request.

Throughout the school year several support groups are available to students as needed. The groups include, but are not limited to, the following:

- Friendship/social skills groups – These groups help students recognize and practice positive friendship skills.
- Newcomers Groups – This group meets at the beginning of the year to welcome new students to our district.

Support services through the intervention specialist are available to all Glen Lake students automatically unless a parent submits a request to the elementary principal, in writing, to decline these services for their child. The intervention office phone number is 334-3061, extension 111.

## **LOST AND FOUND**

A lost and found area is maintained by the school. Contact the office for lost items. A name label or other identifying mark is suggested on clothing. At the end of the school year all unclaimed items will be donated to a local service agency.

## **LUNCH/BREAKFAST PROGRAM**

### LUNCH

Adult supervision is provided in the lunchroom and on the playground.

The lunch program offers the following choices:

1. Students may bring their own lunch.

2. Students may bring their own lunch and purchase milk or individual items (such as fruit, yogurt).
3. Students in grades 4<sup>th</sup>-5<sup>th</sup> may purchase a lunch from the La Fresca window.
4. Students may purchase a hot lunch.

None of the purchased lunches are "all you can eat." Once lunch is finished, students may purchase a second lunch entrée. Salad bar is unlimited.

Students may deposit money into their "account" by giving it to their homeroom teacher. Please place the money in an envelope clearly marked with the student and teacher's name. Hot lunch is \$2.75 and milk is 50 cents.

### BREAKFAST

The Glen Lake Breakfast Program is available to all students on a daily basis. Breakfast is \$1.50.

## **MEDICATION IN SCHOOL**

- Children who are able to receive needed medication at home should do so whenever possible.
- Medication can be administered to students during the school day when necessary.
- A completed, up to date "Medical Authorization" form must be on file in the office before any medication (**over the counter or prescription medicine**) can be given to your child by school staff. Office staff or the school nurse can provide you with a copy of this form, which requires completion by your child's physician. This form can also be found on the school's website.
- All medication must be in the original bottle (pharmacy or over-the-counter) with the original label intact. The medication must have a current expiration date on it.
- Please **do not send medication to school with your student**. Please call the elementary office, if you are having difficulty with transportation of the medications.
- Students **may not carry any medications** (including cough drops) without a signed "Medical Authorization" form on file.

In certain circumstances students are permitted to self-administer medications and treatments. The

decision to self-administer is determined by the student's health condition, their level of maturity and responsibility and the type of medication. Students shall not distribute or share their medication or he/she may be subject to disciplinary actions. Elementary students, young five's/kindergarten through sixth grade, are able to carry emergency medication only – eg. EpiPens and asthma inhalers.

### **NEWSLETTER**

Elementary teachers send home weekly newsletters designed to keep families informed of activities at school. We strongly encourage you to read them and discuss their contents with your children. There are monthly newsletters published by the elementary school.

### **PARENT-TEACHER CONFERENCES**

Parent-Teacher Conferences are scheduled for October (see Calendar). At this conference, parents will receive their child's first report card.

All other conferences during the year are by request of the parent or teacher. Feel free to write or call, if you desire a conference.

### **PARENT-TEACHER ORGANIZATION**

Glen Lake's PTO sponsors numerous activities during the school year. These activities have included Little Laker Festival, assemblies, and the spring carnival. The PTO has a regularly scheduled monthly meeting in the Elementary Library.

### **PLAYGROUND RULES**

A note from home is necessary, if a child needs to remain indoors during a recess period.

Glen Lake students are under the supervision of teachers and administration during the entire school day. The teacher assistants help the teachers in making sure rules and regulations for the classroom, hallways, and playground are followed. When the rules are not followed, the teacher assistants will discipline the children in a way acceptable to both the teacher and teacher

assistants. This way all the students will understand the importance of being courteous and following the basic rules for behaving at Glen Lake Elementary School.

Glen Lake Elementary Recess Rules:

### **RESPECT: YOURSELF, YOUR FELLOW STUDENTS, SCHOOL PROPERTY AND ALL ADULTS!!**

#### **Outside Recess:**

1. Courteous, polite and mannerly behavior with assistants and teachers is always expected.
2. We ask that the students do not participate in the following behaviors:
  - Fighting or wrestling
  - Throwing snowballs, rocks, or sticks
  - Skateboarding
  - Use of profanity
  - Standing on the spinning playground equipment or swings
  - Tree climbing
  - Eating food outside
3. The woods and parking lot are OUT OF BOUNDS.
4. **No personal electronic devices.**
5. Winter dress beginning with the first snowfall must include warm coats, mittens, hats, boots and snow pants.

#### **Inside Recess:**

\*Teachers are to provide inside recess games/activities/rules

1. No running
2. No shouting or yelling
3. No bouncing or throwing of balls or any object

### **PROMOTION OF STUDENTS**

Promotion from one grade to another occurs at the end of the school year. Departures from this policy are authorized where, in the opinion of the teacher, the principal, and the parent/guardian may be involved. The total development of the pupil is our utmost concern when we are considering the repetition of the same grade, or acceleration to the upcoming grade.

## **REPORT CARDS**

All subject areas are listed on the student's report card. The report card is graded and sent home every nine weeks, or four times per year.

## **SPECIAL EDUCATION SERVICES**

Psychologists - Provides testing for suspected disabilities and possible placement in Special Education services. A parent-signed referral is required for testing and a parent-signed IEPC is required for placement. Students must have a

Problem-Solving Sheet filled out and turned in to the principal when requesting help and assistance.

Social Worker - This service may be provided only to emotionally-involved students who are otherwise disabled or are served as EI in a special education setting.

Speech Therapist - Referrals for evaluation require parent's signature and speech services require a parent-signed IEPT.

Teacher Consultant - This person will evaluate youngsters for specific disability conditions and make recommendations to the school for the care of the child.

## **STUDENT CLASSROOM PLACEMENT**

The Glen Lake School Board recognizes that there are many factors which must be given consideration when placing students in classrooms.

The teachers work diligently when formulating class lists for the next school year. They devote lots of time to the correct placement for your child, as the teachers consider each child's individual needs. Our goal is to construct well-balanced classrooms. The teachers at each grade level are all working with a common curriculum and centralization of instruction.

The following considerations shall serve as guidelines for classroom placement of students in grades Young Fives-6th:

- Children will be placed in grade level classrooms so that each classroom will be relatively equal with regard to number of students, ratio of boys to girls, academic ability, discipline problems, and special needs students.
- Children need to experience a variety of friends. On occasion it is desirable to split friends. It is also necessary to split children who have personality conflicts with other children.
- A parent may recommend a specific teacher for his/her child or may recommend that his/her child not have a specific teacher. The recommendation must be in writing, and must state the specific reason why that teacher is preferable/not acceptable for the child.
- **Recommendations must be submitted to the elementary principal by April 15th.**

Every attempt will be made to satisfy all of the above considerations when placing students in classrooms. However, in the event that it is impossible to meet all of the above considerations, the final decision for student placement will rest with the principal.

## **STUDENT INFORMATION FORM**

At the beginning of each school year, we ask parents to update a new Student Information Form. Information for each student consisting of parent names, address, phone numbers, and emergency contacts are required.

The information is kept in the school office and enables us to contact the parent(s) in the event of illness or injury. We expect parents to keep us informed of any changes so that our information will always be current.

## **SUSPENSION AND EXPULSION**

**5114.1**

The authority of the board of education to authorize in-school suspensions, suspensions or expulsions and to make reasonable rules and regulations regarding discipline is granted in Section 380.1311 of the school code of 1976 as amended.

- I. The board of education grants to the superintendent and/or principals of the Glen Lake Community Schools, the authority to use the following forms of discipline - In-school Suspension - Suspension and Expulsion.
- II. The above forms of discipline result in the loss of classroom time and will be applied toward the section of the attendance policy referring to exam days, but will not be applied toward the ten (10) allowable days in the policy.
- III. IN-SCHOOL SUSPENSION - define as the removal of a student from their classroom, but they are required to attend school and do academic work under supervision.
  - A. Items to be considered for in-school suspension but not limited to the following:
    1. Use of profane and/or obscene language.
    2. Use of tobacco (smoking, chewing, etc.) on school grounds or at a school event regardless of location.
    3. Harassment or Intimidation
    4. Insubordination to adult
    5. Violation of compulsory attendance law.
      - a) persistent tardiness
      - b) failure to attend school regularly if above compulsory school age
      - c) skipping school
      - d) violation of current attendance policy
  - B. Parents shall be informed and involved in any case of a student exhibiting a history of unacceptable conduct. Records of such involvement shall be maintained in the principal's office.
- IV. SUSPENSION – defined as temporary refusal of the school district to allow a student to attend school.
  - A. Suspensions will be considered for “Persistent Disobedience” of rules or “Gross Misdemeanors”.
    1. Persistent Disobedience is defined as a student consistently violating minor rules when other methods of resolving the problem have been tried and failed.
    2. Gross Misdemeanor will be the following items but these are not to be considered all inclusive:
      - a) Theft
      - b) Defacing property
      - c) Violation of State laws, local ordinances, approved safety and fire codes, laws pertaining to civil disobedience
      - d) Possession or use of weapons or explosives
      - e) Possession or use of unauthorized drugs or narcotics
      - f) Possession or use alcohol
      - g) Physical attacks or threats to students or school employees
      - h) Fighting
      - i) Extortion
  - B. The principal shall be responsible for documenting evidence to support any action or suspension as well as efforts to solve the problem. Such documentation shall be in writing.
  - C. The length of suspensions must be in relationship to the severity of the offense and be consistent.
  - D. A student may only be suspended once for any given offense.
  - E. DUE PROCESS - A student being considered for suspension must be provided an informal administrative hearing. This will be a meeting between the principal and the student. The purpose of this hearing is to notify the student of the charges against them.

1. The designated school representative convening the hearing must give the student, oral or written notice of the charges.
2. If the student denies the charges, the designated school representative must provide an explanation of the evidence and an opportunity for the student to provide his/her side of the story.
3. A judgment is made by the school representative based on the evidence and the student's defense.
4. Where the principal feels there is justification to suspend, the principal will provide oral notice to the student and parent, followed with written notification of suspension. The notice shall include the length of the suspension and any special conditions relating to it (suspension from the bus only, requiring the student to get to school on his/her own, procedures and requirements to make up lost work, etc.)
5. **APPEAL PROCEDURE** – If a judgment is made by the principal to suspend a student, the student will be granted the opportunity to appeal the principal's decision. The student has until the close of the following school day to present his/her appeal with evidence to the superintendent's office. The final appeal step will be the Board of Education. All appeals will be concluded within five (5) school days. If the appeals process sustains the principal's decision, then the suspension will begin the following school day. The student will remain in school until the appeal process has reached its conclusion. The student may withdraw the appeal at any time and the original decision will stand.

F. The U.S. Supreme Court has noted that suspension of ten (10) days or less does not result in a "severe detriment or grievous loss" of education and therefore, does not require all the formal procedures normally offered under the Due Process clause of the Constitution, such as the right to confront accusers or representation by council. Longer suspensions require more formal procedures.

V. **EXPULSION** – defined as a permanent exclusion of a student from school by the Board of Education. (Permanent generally refers to a period of time beyond which there is measurable loss of benefit – inability to be promoted, failing a course, etc.)

A. The student must be found guilty by the administration of "gross misdemeanor" or "persistent disobedience" before recommending expulsion. The administration determines that other actions are inappropriate and that the student's behavior justified expulsion.

B. The parents must be given written notice of the administration's intent to recommend expulsion. The notice should include:

1. The charge and evidence for the charge.
2. The time and place of the board meeting to consider expulsion.
3. The length of time the administration is recommending the student be denied enrollment (semester, year, permanently).
4. A brief description of the hearing procedure (who will conduct it, how it will be conducted, etc.).
5. A statement of the student's rights, including the right to be represented by the parent or counsel, the right to give testimony, present evidence and otherwise provide a defense; and
6. A statement of the right to request the attendance of school personnel who are party to the incident or who have accused the student of violation school policy or rules.

C. Expulsion must be by formal action of the board of education. The board may meet in closed session to consider expulsion when the student, student's parents or guardian request a closed hearing.

1. The board must act to expel in public session with a quorum present.
2. The expulsion must be by formal motion and confirmed vote.
3. The action must appear in the minutes and be part of the public record.

D. Notice of expulsion should be sent to the juvenile division of the probate court for students ages six (6) through fifteen (15). The court should be informed that the board has expelled the student, provide the reason for the expulsion, and request the court to review the case to

assure that the student is placed in an educational program in accordance with the state mandatory school attendance law. Notice of expulsion should be sent to the juvenile division of the Probate Court for students ages sixteen (16) and seventeen (17) where the district believes that the court should review the circumstances surrounding expulsion. This is suggested when the record indicates that expulsion could have been avoided with appropriate parental supervision, medical or psychiatric treatment. The school district may provide a copy of the public record to the court, but should not make any judgement or recommendation about the need for medical or psychiatric treatment of foster home placement.

- E. Where the board rules in favor of the student, the student shall be reinstated immediately. The student shall be allowed to return to school without prejudice or penalty unless otherwise directed in the motion of the board of education.

Glen Lake Community School Policies  
Adopted: 3/17/71  
Revised: 9/11/75, 8/8/84, 12/14/8

### **TECHNOLOGY**

Glen Lake School provides students access to the technology that is developing rapidly in our society today. We realize that responsibilities and pitfalls accompany opportunities such as these. Elementary students at Glen Lake have access to computers, and are learning skills that will enable them to succeed in the technological world of the future. The teaching of these skills and responsibilities is guided by an age-appropriate curriculum. In other words, what is appropriate and expected for a first grade student might differ from that which is appropriate and expected for a sixth grader. One area of concern to educators and parents alike is the Internet. A source of boundless information, it also contains the potential for abuse or misuse. A filtering system is in place that is designed to shield all school computer users from sources that are inappropriate. However, no filter is perfect, and there are those interests on the Internet who will actively try to "beat" the filtering systems. Therefore, it is important that students, families, and the educational staff realize that should a user encounter materials that are inappropriate, it is expected that the user will immediately leave the site. Students are instructed in the process needed to exit such sites, but if they encounter any difficulty, they should seek adult help immediately. Consequences of such problems will be dealt with on an individual basis; an accidental encounter will be handled differently than a deliberate action. However, all computer activity reflects on our school and community, and as such, users are expected to behave in an ethical and legal manner. In addition, an Internet safety curriculum, to educate students about appropriate online behavior, including interacting online and cyber-bullying awareness and response, will be integrated at each grade level as developmentally appropriate.

### **TOBACCO-FREE POLICY**

For the protection of public health, and to set a good example for children, the use of tobacco on school grounds and other district property is prohibited. Parents and other visitors are asked to refrain from smoking or chewing tobacco while on school property or at school-sponsored events such as field trips.

### **TRANSPORTATION**

Transportation is provided to take students to and from their homes except those within walking distance. A special request from a parent will allow a student to get off at a different stop on his bus route. No one rides other than his assigned bus without a bonafide bus pass. Bus passes are available for this purpose at the office.

Riding the bus is a privilege not a right. The privilege of riding may be temporarily suspended if the student fails to follow the rules and guidelines that have been established. These guidelines apply to all regular and special bus runs.

**Due to the increasing number of transportation change requests, we are asking for your help. We are sincerely concerned for the safety of all the children, i.e. getting to the proper destination. Please remember the following:**

- **All changes must be communicated to the office by 11:00am.** You may send a note with your child or call the office.
- Be sure to notify the office by 11:00am, if you or your designee will be picking up your child from school and this is a change from your normal schedule.
- Be at the bus stop for both pick up and drop off **5-10 minutes prior to your scheduled time.**
- If you are picking up your child at school at the end of the day, in grades preschool through 3<sup>rd</sup>, you must come to the classroom rather than meeting your child in the parking lot.
- All early pick-ups, appointments etc., please stop in the superintendent's office and sign your child out. You will be given a pass to take to the classroom to pick up your child.

A. Responsibilities of the Driver:

1. Provide at all times for the safety and welfare of the students assigned to his/her bus.
2. Provide a clean and sanitary bus.
3. Obey traffic laws and regulations.
4. Be in control of the bus and passengers at all times.
5. Enforce fairly and consistently the regulations of the Board of Education.
6. Report all infractions of the rules to the parents, principal, and supervisor.
7. All loading passengers must be seated prior to bus moving.

B. Responsibilities of Students and Parents:

1. Be ready to board the bus on time.
2. Remain off the road and behave in a safe manner while waiting for the bus.
3. Be careful in approaching the bus stop and wait until the bus is at a complete standstill before attempting to enter.
4. Notify the principal when dissatisfied with a driver's decision.

C. Responsibilities of Students:

1. Conduct themselves at all times in a manner which does not jeopardize the safety and welfare of themselves and others.
2. Refrain from making unnecessary noise which diverts the driver's attention.
3. Keep all parts of the body inside the bus windows at all times.
4. Do not throw objects at any time.
5. Vulgar and abusive language is never allowed.
6. Do not use or be under the influence of drugs, alcohol, or tobacco while on the bus.
7. Do not fight with or harass other riders.
8. Do not eat or drink on the regular bus runs. On special runs students may be allowed to have food and beverage. All refuse should be disposed of properly and glass containers should not be used.
9. Do not damage the bus in any way. Those found to be responsible for damaging the bus will be responsible for all repair costs.
10. Obey the driver's instructions.
11. Remain in seat while bus is moving.
12. Enter and leave the bus by the front door except in case of an emergency.

When a driver must discipline a student for an infraction of the rules, the following guidelines will be observed:

⇒ Warning (Informal, Not written): Bus driver will discuss the problem with the student.

⇒ Warning (**Formal**, Not written): Bus driver will discuss the problem with the student and notify the parent(s) and principal verbally.

Written Citations

- ◆ *1st Offense:* The bus driver will fill out the Bus Conduct Report form and submit it to the principal. The principal will meet with the student and, if the situation warrants, contact the parent by phone. The parent will be mailed a copy of the Bus Conduct Report form with all of the details of the incident and consequences resulting from the incident.
- ◆ *2nd Offense:* The bus driver will fill out the Bus Conduct Report form and submit it to the principal. A conference may be set up including the principal, bus driver, student, and parent(s). The principal may suspend the student's bus riding privileges for a minimum of 1-3 days. The parent will be contacted by the principal, whether a conference is held or not, and the parent will be mailed a copy of the Bus Conduct Report form.
- ◆ *3rd Offense:* The bus driver will fill out the Bus Conduct Report form and submit it to the principal. A conference will be scheduled including the principal, the bus driver, the student and the parent(s). The principal may suspend the student's bus riding privileges for a minimum of 4-10 days. The parents will receive a copy of the Bus Conduct Report form at the conference.

*Any succeeding offenses will require a meeting among driver, supervisor, parents and principal to determine length of suspension.*

If the offense is of a severe nature and/or endangers the safety of driver and passengers, the discipline process may be accelerated at the discretion of the principal.

D. Courtesy Rules:

1. Assist in looking after small children.
2. Practice courtesy to fellow pupils and assist the the bus driver.
3. Remain quiet when the bus is approaching railroad crossings and until bus has passed the railroad crossing.
4. Obey school bus driver and in case of emergency remain in the bus unless otherwise instructed by the individual in authority.

### **USE OF OFFICE TELEPHONE**

Students may use the phone to call their parents in the case of illness or other emergencies. Students should make after school plans in advance, and are discouraged from using the phone for such calls. Permission to use the phone must be obtained from the student's teacher and/or office staff.

### **VIOLENCE IN SCHOOL**

Every school community member has a right to be in a school environment that is safe, conducive to learning, and in which he or she feels respected and protected. Violence occurs whenever anyone inflicts or threatens to inflict physical or emotional injury or discomfort upon another person, their feelings or possessions. Injury is based on how it is received, regardless of the intent.

Elementary students are asked to participate in all school activities in a respectful manner. Any form of violence will not be tolerated during the school day or at school activities. Join us in establishing a climate where students will feel safe and want to participate in all of our school activities.

### **WEATHER DELAYS AND CLOSINGS**

The decision to dismiss school for severe weather conditions or other emergency conditions rests with the Superintendent of Schools. **You will be contacted via the Alert Message System. Please be**

**sure to keep the office informed of any contact information changes.** Other options to receive this information are: Sign on to the school's website, or listen to the local TV or radio stations.

### ***HOW THE FAMILY CAN HELP AT HOME***

Education begins and is nurtured in the home. Your support is the most important single factor in helping your child to be successful in school. There are many ways that parents/guardians can help assure that every school day is a happy and productive one:

See that your child has sufficient rest and sleep.

See that your child eats a nutritious breakfast.

Label your child's personal belongings.

Supply a nutritious lunch or lunch money.

Provide a happy departure for school.

Let your child recuperate at home if he/she is ill.

Encourage regular attendance.

Show an interest in your child's schoolwork.

Get to know his/her teacher.

Help your child become a good listener by listening to him/her.

Answer your child's questions honestly and completely.

Select suitable television programs, music, and videos for family enjoyment.

Encourage pleasure reading: keeping books around the house, make trips to the library, and read with and to your child.

Foster a sense of responsibility by giving your child chores at home.

Show your child how to respect people, rules, and property.

Encourage your child to follow simple directions.

Provide play experiences with appropriate toys and teach your child to put them away after use.

Respect your child's unique talents and individuality

and most of all.....ENJOY YOUR CHILD!