



**LMA**

Lake Michigan Academy

Student & Parent  
Handbook  
2018-19  
Academic Year



**LMA**



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# Lake Michigan Academy

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# Lake Michigan Academy

## **Mission**

The mission of Lake Michigan Academy is to transform lives by empowering students with learning differences to achieve their full potential.

## **History**

In 1985, a group of six families, all of whom had children with learning disabilities, opened a school that would provide an environment in which their children could learn. They pooled their knowledge and financial resources, hired a teacher, ordered books and supplies, and rented classroom space. The doors of Lake Michigan Academy opened in September of 1985.

## **Core Principles**

### **Community of Learners**

Lake Michigan Academy is a state-recognized, independent day school school for children with learning disabilities and ADHD in grades 1-12. We believe that teaching must be approached from a student-centered perspective, taking students where they are and progressing from that point. Inherent in the learning process should be the student, teacher, and parent sharing the responsibility for learning. The success of Lake Michigan Academy is contingent upon effective communication between these three entities. Because we believe in this team approach we encourage active parent participation. Mutual caring by teachers, administrators and students will provide impetus for developing a positive self-concept.

### **Self-Esteem through Success**

Children with learning differences are capable of learning. Some are even more capable than the average child, often exhibiting gifts that have not yet been recognized. However, our students learn in non-traditional ways; our job is to align our teaching with your child's learning style and needs.

### **Teaching Advocacy and Independence**

We work to teach our students how to compensate for their learning differences by utilizing appropriate coping skills as they learn to advocate for themselves. Our ultimate goal is to transition students out of Lake Michigan Academy to experience success in another academic settings and/or post-secondary environments. LMA is committed to assisting students in becoming career-college ready by preparing them to be successful in the 21st century world.

### **Different Learning, Different Teaching**

Lake Michigan Academy is a specialized school. Because of this, we have a specialized curriculum aimed to teach strategies leading towards independent learning, remediation, and self-advocacy. This is accomplished through our small student to teacher ratio and application of research based methods. Students are grouped in multi-age classrooms. The 8:1 student-to-teacher ratio allows the content classes to be tailored to the needs and strengths of the students in that class.

At LMA, teachers and parents alike have high expectations for the education of their children. They want a program that understands how students with learning differences learn and implement this understanding through appropriate teaching techniques. Parents need strong communication and a partnership between all those involved in their child's education. They want their bright, interesting child to have positive self-esteem, as well as the reading, writing, math and communication skills necessary to be successful.

We value and count on parent partnerships.

LMA's program is designed with the parents' expectations and student needs in mind. All of our teachers have earned a state-certified teaching license. Our staff possess a complementary mix of general and special education certifications, including endorsements in learning disabilities and various academic subject areas, which strengthens our staff. Throughout the year our staff participates in school provided professional development and attend a variety of educational conferences. Communication is valued and key to your child's success. Teachers' email addresses are provided to each student and students are encouraged to contact staff with homework questions or other concerns. Parent-teacher conferences are held three times throughout the year. If your child comes to Lake Michigan Academy with an active I.E.P., we will convert it to a Non-Public Service Plan in collaboration with Grand Rapids Public Schools where, as a team, we will develop goals and objectives along side physical therapist, occupational therapist, social workers, and speech and language therapists.

### **Individualized Education for Each Child's Strengths and Needs**

Each year, the teachers, student and parents set goals for the upcoming year. Goals are set based on data provided through the admissions process such as assessments, report cards, work samples, and discussion. In addition to classroom assessments and report cards, students also complete a battery of achievement tests in the spring to help assess a student's strengths, weaknesses and growth in some learning functions from year to year and to guide future planning. Results from these assessments as well as state assessments such as the PSAT or Michigan Merit Exam are shared with parents in a written format with Year End packets.

### **Remediation and Accommodation for Skill Development**

Our program design utilizes the best information gained from current educational research related to learning, social-emotional development and learning disabilities. Teachers challenge students to further their knowledge as well as remediate skill areas within the core classes and work on specific skills, including reading, writing, math and, social skills through smaller classes called Labs.

### **Literacy in Every Class**

Literacy is the central focus of the program. Within the five components of literacy: phonemic awareness, phonics, fluency, comprehension and vocabulary, various strategies are used to facilitate strengthening skills in these areas. Because it is our focus, literacy skills are not just taught in English class and the Reading Lab, but rather, they are integrated into every class. Many opportunities are given for students to practice planning, reading, writing, oral expression, technology and projects.

## **Afternoon Labs: The Key to Remediation**

Afternoon labs are designed for all full time students. Grade 1-8 labs focus on remediation of academic skill areas, while high school students earn credits in their afternoon electives. Examples of labs include:

### **Language Lab**

- Phonemic Awareness
- Reading Decoding
- Fluency
- Comprehension
- Vocabulary
- Oral Expression
- Written Expression (including spelling)

### **Math Lab**

- Ratio and proportion
- Statistics and probability
- Design and application
- Basic remediation for specific skills

### **People Skills**

- Advocacy
- Self Esteem
- Social Skills
- Learning Abilities Awareness

### **Visual Arts**

- Visual perception and visual-motor skills
- Spatial relations
- Planning and organization
- Measurement
- Geometry
- Fractions
- Estimation
- Mental Math
- Visual perception and visual-motor skills
- Spatial awareness
- Organization and planning
- Problem-solving skills
- Abstract reasoning and visualization

### **Performing Arts/Music**

- Patterning
- Sound/symbol correspondence
- Encoding and decoding practice
- Auditory discrimination
- Gross and fine motor skills
- Sequencing
- Eye-hand coordination
- Oral Language
- Language and memory skills

- Cooperation and social skills
- Verbal and nonverbal expression
- Problem solving skills
- Comprehension and cause/effect
- Self-esteem
- Listening and concentration
- Gross motor planning and spatial awareness

**Physical Education & Movement**

- Body awareness, including left and right, and spatial awareness
- Gross motor skills
- Eye-hand coordination
- Motor planning skills
- Memory and sequencing
- Rhythm
- Teamwork and turn-taking



## **Student Role & Responsibilities**

Lake Michigan Academy students are bright, creative, and in many cases, non-traditional learners. LMA students take an active role in their education through daily attendance, class participation, completing assigned homework and communicating questions or concerns with teachers. Students are expected to:

- Attend classes regularly
- Come to class prepared and on time
- Behave respectfully toward fellow students, teachers and staff
- Respect themselves and their abilities
- Participate in class projects and discussion
- Complete homework assignments
- E mail teachers with homework questions
- Take an active role in their education by participating in class, developing and using self-advocacy skills, and attending Parent Teacher conferences.

## **Parent Roles & Responsibilities**

Lake Michigan Academy parents are active partners in their child's education and work closely with teachers and the administration to provide a strong support network for the student through communication and partnership.

- Facilitate regular attendance and punctuality
- Report your child's absence to the office as soon as possible
- Review the weekly progress reports with your child
- Encourage your child to call or email teachers with homework questions
- Partner with teachers by communicating successes, suggestions and concerns
- Attend Parent Teacher conferences
- Attend parent meetings and functions

## **Faculty Roles & Responsibilities**

At Lake Michigan Academy, we begin with the premise that not all faculty should possess a special education teaching certificate, or even an LD endorsement, but all should have solid training, once hired, on effective methods for our students. All LMA faculty are required to maintain current teaching certification.

LMA faculty address both the academic and social/emotional needs of students through a small teacher to student ratio and working as an educational community with other staff members, students, parents, and our surrounding communities. Teachers are required to:

- Complete grades for content classes and skill summaries for labs.
- Attend parent/teacher conferences
- Email or telephone parents with concerns or positive growth observations
- Receive consultation with administration as needed for intervention and/progress monitoring

- Complete Year End content summaries to outline the credit(s) received and student progress
- Commit to assisting students in reaching their maximum potential

We believe that students should experience success, learn to deal with failure without fear, and develop a sense of responsibility for their own actions within a structured atmosphere.

Our teachers facilitate these successes.

We believe that learning is an active, transformative experience, and the best learning methods are experienced through many different senses (visual, auditory, kinesthetic and tactile). Classroom teachers develop lessons and curriculum to provide active learning experiences in all content areas.

We believe that learning should be given a context and a purpose, with a structured sequence of lessons that frame the learning and build abstract thinking.

Literacy is at the core of our curriculum and addressed throughout the curriculum. Areas for literacy development and supports include:

- Receptive Language/Input
  - Listening
  - Viewing
  - Reading
- Expressive Language/Output
  - Speaking
  - Visual Representations
  - Writing

Learning is a lifelong process. LMA teachers are expected to continue their development as educational professionals through attending professional development, personal reflection, and annual goal setting.

# POLICIES AND PROCEDURES

## ARRIVAL AND DEPARTURE TIMES

Students may arrive between 7:30 and 8:00 a.m. School begins at 8:00 a.m. and dismissal is at 3:00 p.m. for full-time students and 11:30 a.m. for part time students. If you cannot pick up your student by these times, please inform the office. Please adhere to the "no parking" signs located in the pick-up/drop-off area. Parking is available in the lot north of the LMA entrance.

## ATTENDANCE

Research shows that missing 10 percent of school time, or about 18 days in a school year, negatively affects students' academic performance. This equals two days a month and is referred to as "chronic absences". The academic impact of missing that much school is the same whether the absences are excused or unexcused. ([www.attendanceworks.org](http://www.attendanceworks.org))

According to Michigan state law, a child with at least 10 absences in a single year is considered to be "truant", and a student who misses at least 10 percent of all days would be considered "chronically absent."

Procedures at LMA:

- 1) When a student has 5 absences, parents will be notified by an administrator and a meeting will take place to acknowledge and address the issue.
- 2) When a student reaches 10 absences, LMA is required to notify the Kent ISD truancy office. The student and his/her parents will be required to attend a meeting with LMA administration to develop a plan to improve attendance.
- 3) Further absences may impact high school credits issued or promotion to next grade level.

Parents are required to report absences to Lake Michigan Academy before 7:45 a.m. by calling (616-464-3330) or submitting the absence form through our website ([mylma.org](http://mylma.org)). Please include the student's name and reason for the absence each day the student is going to be absent. In the event of an extended illness, please notify the school as to the expected duration.

## Tardies

Students will be considered tardy if they are not in the classroom and prepared at the start of the class period.

When a student is going to be tardy, parents should inform the school as soon as possible. Students are required to sign in at the front desk and obtain a "pass" from LMA personnel when they arrive late.

In some cases, parents and students will be asked to attend a meeting to develop a plan of action to address tardiness in the event they become chronic.

Please note that **tardiness** to class is extremely distracting to the learning environment.

Every 3 tardies will equal an absence in that class. Also, if a student misses over half of a class period, he or she will be considered absent from the class.

## **BEHAVIORAL PROCEDURES**

Behavioral issues and interventions at LMA are individualized based on the social development and executive functioning of each student. Minor disciplinary matters will be handled through discussion with the child, or, if necessary, a conference with the parent and School Counselor. More serious situations, however, may call for suspension (in-school or out of school) or expulsion from the program. In reaching decisions, consideration will be given to the welfare and development of the child and the needs of the school to maintain a safe academic environment for the entire student body.

The Responsible Thinking model is the basic foundation for our approach. Restorative justice practices are utilized whenever appropriate.

### **Responsible Thinking Process**

Intervention is defined as providing of support to students to help them become successful both socially and academically at school. The various interventions at LMA are listed below. The framing belief is expressed to students in the following way: students have a right to learn and teachers have a right to teach.

1. **Asking Questions:** Many times students are not aware of their actions and the subsequent disturbances they may have caused throughout the school. These questions should help them to reflect on their actions and to compare what they are doing with the standards and rules of the environment in which they find themselves. Questions include: What were you doing, why were you doing it, how did it impact others, did it violate learning or teaching? Finally, what and can the student do to fix the problem? This will be done verbally and also possibly in writing.

Instead of being told what to do, the teacher, by asking these specific questions, is helping students to think on their own. Eventually, students develop the ability to create a way, wherever they are in the future, to get what they want without disturbing others.

2. **Listening:** Students will be guided to formulate responses to the questions an attempt to (without judgement) discover the strategies they used. Students will receive assistance from Lake Michigan Academy with processing their language and expressing themselves.

3. **Problem Solving:** When the student disrupts and violates the rights of others, they are asked to reflect in a variety of ways depending on the child's development. Support is given to help them sort through their difficulties and develop a plan by creatively developing ways to get their needs met without breaking the rules and infringing on the rights of others.

4. **Planning:** The primary goal is to first ask students to look within and define what is important to them. After establishing what is important to them and their priorities, they are then asked to reflect on the standards that they would use to achieve their goals. Once established, they then work out a plan to achieve their goals in a way that does not violate the rights of those in the school environment.

5. **Student/Facilitator Role Playing:** The intent of this intervention is to have students, who have completed their plans, practice using those plans with the assigned facilitator/administrator. The facilitator/administrator will act out situations similar to those in which the students had been involved and effectiveness of the student's plans is tested. By doing this, students get an opportunity to experience using their plans before returning to class.

6. **Self-Referrals:** The intent is to teach students how to deal with themselves if they feel they may have a problem disturbing others by remaining in the same environment. They could be dealing internally with the problems at home, in their social life, or just plain angry at the remarks of another student. Regardless, they will be taught how to excuse themselves in a safe manner and be allowed to seek out resources that can assist in resolving the problem.

7. **Calling parents:** The intent of calling parents is to maintain all lines of communication so that a team approach is used in assisting in with the development of the child.

8. **Parent/Student/Administrator Conferences:** There are times when the administrator will meet with both the parent and the student. These meetings could involve the student's return from a suspension, being sent home from school, truancy or academic problems. In all cases, the student's commitment to resolving the problem is critical before the child can be readmitted to school. This commitment is obtained by asking questions on how matters are to be resolved and committing to the plan.

9. **Negotiating:** This is a time when children approach a teacher or parent with their plan to negotiate their way back to where they were disrupting. They are given time to explain how they are going to deal with the problem the next time it occurs. If part of their plan is unacceptable, then alternatives are offered. Their plan is never ignored or refused. Negotiating is critical to building student/teacher relationships.

10. **Conflict resolution:** Students meet with a school staff member who guides them through a way to resolve their conflicts or differences with another student. Through this process they learn how to deal with the same or similar future problems on their own.

11. **Monitor sheets:** The intent is to help students who continue to have on-going behavioral problems. A list of each class and/or time period for the day is provided to the students. As a student leaves the area, the teacher or supervisor notes on the monitor sheets how each student performed. The students learn of their success, not just their failures. It also demonstrates to the people working with the student where they can offer appropriate support, i.e., moving from class to work readiness. When used, these monitoring sheets will be used to gather data that will inform future interventions used with the student. Parents may also use these sheets to provide data to the child's physician and/or psychologist in the event the child has been prescribed medication.

12. **Schedule modifications:** Again, the intent is to help students who continue having difficult in one or more classes. This is done by allowing them to attend a few classes at a time, gradually increasing the number of classes or time periods as they demonstrate their ability to respect others by not violating their rights. Students are more likely to achieve success if allowed to demonstrate responsibility in small increments, gradually increasing those increments as they succeed.

13. **Modification of the school environment:** The goal of this intervention is to modify the area at school where the student seems to be having difficulty. The intent is to help the student achieve their goals while not violating the rights of others.

14. **Student intervention team:** The team's purpose is not to decide what to do to the student to get them to change their behavior. Rather, the team's purpose is to offer the kind of support which would enable the child to manage his own life in a way that does not violate the rights of others. Together, the team, working in a systematic and consistent manner, guide the child to behavior improvement.

15. **Quality time:** The intent of this activity is to build a stronger relationship with the child. For children to succeed, they must believe that someone cares about them and that person has confidence in their ability to solve problems. Lake Michigan Academy believes that learning and growing is based on relationships and the faculty and staff work diligently to form relationships with each and every student.

16. **Classroom discussions:** The intent of this activity is to engage students in discussions that will teach them how to speak, listen, and respect for what teachers and fellow students express. As they learn to respect the thoughts and opinions of others modeled by the teacher, they learn to respect their teacher and peers.

Additional strategies used to address behaviors include restorative justice practices. This allows students to redeem themselves for their actions and move forward in a productive manner.

Lake Michigan Academy does not condone or engage in corporal punishment for any reason.

## **SUSPENSION**

In events where suspension may be appropriate, the administration will notify the parents and schedule a meeting. This meeting may also include the student and other faculty members. The purpose of the meeting will be to discuss the problem and explore potential solutions. If the school determines that a suspension is appropriate, the length of the suspension will be determined by the administrator, in consultation with the Board of Directors. This will be communicated to the parent both verbally and in writing. In certain circumstances, a student may be suspended pending the meeting described above. All decisions will require approval by the Board of Directors.

Students serving in-school suspensions will be marked as absent from their regular classes.

Smoking, leaving school property without permission, property damage, sexual harassment, blatant disrespect toward another or physical harm to others will result in a suspension. The school will contact the parent when a suspension is issued.

Continued violations may lead to expulsion from the Lake Michigan Academy program.

## **EXPULSION**

Lake Michigan Academy reserves the right to permanently dismiss a student from the school if other means of motivation and correction have failed to solve the problem or in the case of a serious breach of discipline.

When expulsion is necessary, the school will contact the student's parents to schedule a meeting with the administration. Appropriate faculty, and, possibly the student, may also attend. The President and/or Vice-President of the Board of Directors and CEO will also attend this meeting. If the school recommends an expulsion, they will advise the parents of the nature of the disciplinary action verbally and in writing. In certain circumstances, a student could be suspended pending the meeting described above.

## **REASONS FOR EXPULSION**

The expulsion of a student from Lake Michigan Academy is a serious penalty and is not taken lightly. Nevertheless, there may be situations that demand removal of a student from the program. The following, while not an exhaustive list, are offenses that may involve expulsion:

- Action detrimental to the welfare and/or safety of other students or school personnel (this includes sexual harassment and repeated bullying behavior)
- Assault, battery, or any threat of force or violence directed toward any student or school personnel
- Continued willful disobedience or defiance of authority
- Use, sale, or possession of any controlled substance or drugs on school premises
- Use, sale or possession of alcoholic beverages on school premises
- Possession of firearms or other weapons on school premises

- Habitual truancy
- Vandalism, intentional damage to, or destruction of, school property
- Theft of property (includes the theft of staff, student, and/or school property)

*Police will be contacted any time a student engages in illegal activities on the campus of Lake Michigan Academy.*

## **Bicycles**

Students are permitted to ride bicycles to Lake Michigan Academy. Bicycles are to be locked to the designated bicycle area and students are responsible for bringing their own locks. Lake Michigan Academy is not responsible in the event of theft or damage.

## **Bullying**

Bullying is a form of violence that is intentional behavior which involves an imbalance of power between the people involved. Bullying can take the form of a look, gesture, word, or action and can occur in and/or outside of school or electronically. The staff at Lake Michigan Academy takes any sort of bullying behavior very seriously and is trained to act accordingly in each situation.

There are a variety of behaviors that fall under the "bullying" category and each has its own set of consequences, ranging from teacher documentation and a phone call home to an out of school suspension or expulsion. Because there are such a range of behaviors, a rubric is used by the administration to identify the offenses (Level 1 through Level 4).

- Examples of Level 1 Behavior: Horseplay
  - "Goofing around" or "playing" that may include pushing, shoving, grabbing, jumping on, mean or rude gestures, name calling/teasing where there is no imbalance of power.
- Examples of Level 2 Behavior: Mild Aggression/Teasing
  - Name calling, taunting, ridiculing, insulting remarks, spreading rumors, directed profanity, or other behavior that would hurt others' feelings, written or spoken.
- Examples of Level 3 Behavior: Moderate Aggression
  - Physical Contact- intimidation; pushing, shoving, grabbing, tripping, etc.
  - Verbal or other intimidation; threats of physical or emotional aggression, planned exclusion, etc.
  - Personal property: disrespect of personal property
- Examples of Level 4 Behavior: Severe Aggression
  - Physical contact intending to or resulting in injury; hitting, kicking, fighting, and similar behavior that risks injury to others
  - Intimidation: ethnic/sexual harassment, stalking, severe threats of emotional or physical violence, etc.
  - Personal property: stealing or destruction of personal property.

Note: Administrative discretion is reserved for all infractions. Consequences assigned may be modified and may include police involvement in any above category based on the circumstances, severity, and/or one's previous disciplinary profile. Students violating behaviors in excess of three offenses will be placed on an individual plan of remediation.

## **CARS AND OTHER MOTOR VEHICLES**

Students with driver's licenses are allowed to drive to Lake Michigan Academy. Students are only allowed to park in the designated spaces in the school parking lot. Driving privileges may be revoked in cases involving behavior deemed inappropriate for LMA. Examples of inappropriate behavior include (but are not limited to) the following:

- Smoking in the parking lot or car
- Speeding on campus
- Excessive tardies due to loitering in cars
- Transporting other students without prior permission
- Leaving school prior to classes being dismissed
- Playing loud music or producing excessive noise
- Loitering in vehicle

*Lake Michigan Academy reserves the right to search a vehicle when there is reasonable suspicion but will only do so in the presence of a law enforcement officer.*

## **DRESS CODE**

The goal of our dress code is to teach the student that one's attire must be appropriate for the environment for which they are attending.

Students at Lake Michigan Academy are expected to attend classes well groomed and appropriately dressed. Given the complex nature of this issue, we reserve the right to assess each student's attire on an individual basis. While there are some fashions which are simply not permissible, the following list is intended to provide the student with guidelines which may help illustrate and reinforce Lake Michigan Academy's goal of the dress code.

The following are not deemed appropriate for school:

- Unclean clothing
- Clothing with words or images that include drugs, profanity or other negative and /or offensive content as measured by contemporary standards
- Low-cut or bare midriff shirts
- Halter tops
- Clothing with sheer material
- Shorts or skirts above mid-thigh length
- Pants that are "sagging"

PLEASE NOTE: Well-kept t-shirts/shorts are permissible.

The staff and faculty of Lake Michigan Academy reserve the right to object to any student's inappropriate attire. In the event that this occurs, parents will be notified and a plan of action will be developed.



## **ENROLLMENT WITH OTHER HIGH SCHOOLS**

A high school student enrolled in our Core Academic Program may take elective at other schools when appropriate. Arrangements will be made between the CEO of LMA, parent and school representatives. The other school will submit grades to LMA to be placed on the student's official transcript at the end of each semester.

High school students may also enroll in courses at various community colleges in Michigan during the afternoon.

## **FACULTY CONTACT**

Faculty are available at LMA between the hours of 7:30 – 7:45 a.m. and 3:00-3:30 p.m unless a private meeting is scheduled. Staff may also be contacted at home by parents or students. Students are encouraged to contact teachers at home, by phone or e-mail, when homework questions arise. Parents are also encouraged to contact teachers via phone or e-mail to discuss student concerns.

## **FIELD TRIPS**

Field trips are scheduled for instructional purposes and are considered part of the class curriculum. Because of this, students are expected to attend. Alternate assignments will be given for students not in attendance. Parents may be asked to help with supervision and driving for field trips on occasion. Please note that Michigan's child passenger safety law requires:

- Children younger than age 4 to ride in a car seat in the rear seat. If all available rear seats are occupied by children under 4, then a child under 4 may ride in a car seat in the front seat. A child in a rear-facing car seat may only ride in the front seat if the airbag is turned off.
- Children to be properly buckled in a car seat or booster seat until they are 8 years old or 4 feet 9 inches tall. Children must ride in a seat until they reach the age requirement or the height requirement, whichever comes first.
- Lake Michigan Academy requires all students to wear seat belts when being transported to any school based function.

Field trip permission forms must be signed by the parents or guardians in order for the student to attend.

## **GRADING / REPORT CARDS**

Daily grades, quizzes, homework, and test scores are routinely recorded. Teachers average these scores by using a percentage scale and issuing a letter grade. Marking periods are similar to those followed by local public schools - approximately every 9 to 10 weeks. Report cards indicate an overall grade for the course. At the conclusion of each marking period a conference is scheduled for approximately one-half hour. At this time, the parent, student, teachers discuss progress made, as well as, areas that require additional attention. Suggestions are given to the parents as to how they can aid in the development of these skills. Students are encouraged to attend their quarterly conferences.

Letter grades will be given each marking period in the following courses based on individual levels:  
Mathematics  
Social Studies / History  
Literature / Language Arts  
Science

High School afternoon electives will also receive a letter grade on each report card. Afternoon labs will be driven by individual goals based on need. A rubric is used to assess their progress toward these goals.

## LAKE MICHIGAN ACADEMY GRADING SYSTEM

<b>%</b>	<b>Grade</b>	<b>%</b>	<b>Grade</b>
100 - 94	A	76 - 74	C
93 - 90	A-	73 - 70	C-
89 - 87	B+	69 - 67	D+
86 - 84	B	66 - 64	D
83 - 80	B-	63 - 60	D-
79 - 77	C+	Below 60	E

## LAKE MICHIGAN ACADEMY MARKING CODES

4 = Excellent	PA = Performs with Assistance
3 = Very Good	MR = Modified Requirements
2 = Fair	CR = Credit
1 = Poor	NC = No Credit

## HOMWORK

Homework is an important tool in developing responsibility and proper study habits, however we also believe in spending quality time with family. Students' nightly homework will be realistically based on the child's strengths, weaknesses, and level of executive functioning to insure student success. Parents should provide a time and quiet place for homework. The objectives for assigning homework are as follows:

- to practice an already learned skill
- to extend learning beyond the classroom by generalizing information to a different setting
- to provide an activity not possible in the classroom
- to maximize instructional time in class; to get started in class, then finish at home
- to give each student an opportunity to exhibit responsibility and perseverance to a task

Consequences for unfinished work will be determined on a student-by-student basis, contingent upon the needs of the individual child.

## INCLEMENT WEATHER

Because of the vast radius from which our families drive, we carefully monitor weather challenges not only in Grand Rapids, but in the surrounding areas as well. The decision to close or delay is based on how many students would be absent due to driving conditions. When possible, every effort will be made to make the decision by 6:00 a.m.

In the event of inclement weather, school closing announcements will be aired on local news

stations. In the event that your home school district closes, but LMA does not and you believe it is unsafe to transport your child, please notify LMA.

School closings will be announced on all local television stations including:  
WOOD TV 8  
WZZM  
WWMT

Additionally, the closing will be posted on the school's website as well as Facebook and Instagram. An email will also be sent directly to your registered address.

## **SEVERE WEATHER PROCEDURE**

The policy of Lake Michigan Academy is to remain in regular session during a Tornado or Thunderstorm Watch or Warning. If a Tornado Warning is issued, staff and students will take shelter in the designated areas. Parents, legal guardians or predetermined persons may pick up children from Lake Michigan Academy during a severe weather warning.

Lake Michigan Academy prepares students by engaging in drills throughout the year in compliance with the Michigan Department of Education rules and regulations for public and private schools.

## **LUNCHES**

Students should bring a well-balanced lunch and drink daily. Refrigerators and microwaves are available for student use. Please supply your child with all necessary utensils and paper products. Food and beverages are available for purchase from the LMA school store.

## **MEDICATION**

The following definition of "medication" has been adopted for use at Lake Michigan Academy: medication, includes prescription, non-prescription and herbal medications, and includes those taken by mouth, by inhaler, those that are injectable, and those applied as drops to eyes, nose, or medications applied to the skin.

- The parent/guardian will provide Lake Michigan Academy with written permission to administer medication(s) to their child
- Written instructions from a physician, which include the name of the student, name of the medication, dosage of the medication, route of administration, and time the medication is to be administered will be kept on record by the school
- Parental or guardian request/permission and a physician's instructions for administration shall be renewed every school year
- The medication will be administered by the Director of Operations (or administrative designee) in the presence of a second adult unless an emergency threatens the life or health of the pupil. In those cases, the building emergency medical plan will be followed

### **Administration of Medications to Students**

Lake Michigan Academy will administer medication at the time identified by a physician that will provide maximum benefit to the student. The physician must verify any changes to the time of dosage administration. All administered doses will be recorded in the Medication Log.

Lake Michigan Academy requests that a pharmacy supply the oral medication in the exact dosage prescribed so that the individual administering medications is not responsible for dividing/splitting pills. All medications must be received in the original packaging.

Any adverse reaction to medication will be reported to the pupil's parent/guardian immediately.

Any errors made in the administration of medications will be reported immediately. A written report will be completed and entered into the pupil's school record. Lake Michigan Academy's Director of Operations (or designee) is responsible for reporting the medication error to the pupil's parent/guardian immediately.

When it is necessary for a pupil to have medication administered while on a school-sponsored field trip or off-site activity, the individual designated to administer medication will carry the medication in the original container, and record the necessary information on the medication log upon return from the trip/activity.

### **Self-Administration/Self-Possession of Medication**

Self-administration means that the pupil is able to consume or apply prescription and non-prescription medication in the manner directed by the physician without additional assistance or direction. Self-possession means that the pupil may carry medication on his/her person to allow for immediate and self-determined administration.

A pupil whose parent/guardian and physician provide written permission will be able to self-administer and self-possess his/her own medications.

Medication that a pupil possesses must be labeled and prepared by a pharmacy or pharmaceutical company and include the dosage and frequency of administration.

A pupil's use cannot and will not be denied if the conditions of written permission and physician direction are met. Lake Michigan Academy's building administrator may discontinue a pupil's right to self-administer and self-possession if there is misuse by the pupil. The denial shall follow a consultation with the parent/guardian.

### **Storage of Medication at Lake Michigan Academy**

All medication will be kept in a labeled container as prepared by a pharmacy, physician, or pharmaceutical company with the pupil's name, the name of the medication, dosage, and the frequency of administration.

Medications will be stored in a school location that is kept locked at all times.

Emergency medications will be stored in an area readily accessible to the individual designated to administer them.

All controlled-substance medications will be counted and recorded upon receipt in the presence of the parent/guardian. The medication shall be recounted on a regular basis (monthly) and this count reconciled with the Medication Log.

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*Lake Michigan Academy Guidelines for Administering Medications to Pupils at School adapted from the Michigan Department of Education, Michigan Legislature, PA 51 of 2002.*

## **MUSIC POLICY**

We recognize that some students benefit from the appropriate use of music to eliminate distractions or relieve tension. Students are permitted to use devices at the teacher's discretion but the music must be appropriate for school. Students are required to supply their own earbuds/headphones for this purpose as well as for audio supports in the tech lab.

## **PARENT VISITATIONS**

Parents are welcome to visit, but are required to call at least twenty-four hours in advance to schedule an appointment. Parents are always invited to accompany students on field trips and outings, when space/conditions permit.

## **PAYMENT PROCEDURES**

1. Once a student has been evaluated and accepted for enrollment into Lake Michigan Academy, a non-refundable \$250 registration fee is due and payable no later than August 1st to guarantee placement for the student in the upcoming academic year. Students will not be accepted and guaranteed enrollment without the registration fee paid in full. This amount will be subtracted from the overall tuition owed. Parents who pay the full tuition amount by August 1st will receive a \$500 discount from their tuition. Parents enrolling more than one child will receive a 10% sibling discount on the tuition of the second child enrolled.
2. A tuition contract will be developed and sent to parents by August 1st.
3. The first month's tuition is due on August 15<sup>th</sup> with each payment due on the 15<sup>th</sup> of each month thereafter.
4. Parents wishing to make monthly payments rather than semester payments may request a tuition payment plan of 9 equal installments, beginning August 15<sup>th</sup> and ending April 15<sup>th</sup>. All tuition payments are due on the 15<sup>th</sup> of each month.
5. If a payment has not been received by Lake Michigan Academy by the 15<sup>th</sup> of the month, a notice will be sent reminding the parent that the account is due and a \$40 late fee will be charged.
6. If the account has not been brought up to date by the 15<sup>th</sup> of the next month, a second letter will follow, giving the parent ten days to bring the account up to date. If, after ten days, the account is still unpaid, the student may be dismissed from Lake Michigan Academy until the account is brought up to date. All balances must be paid in full in order to apply for scholarship assistance or to re-enroll for the following school year.
7. Checks returned due to insufficient funds will result in a service charge being added to the account of \$30. Parents who choose to charge tuition to a credit card will be assessed a 3% service fee.

## **PROGRESS REPORTS**

Progress Reports, an informal weekly report containing a skill / behavior summary will be available each Friday by 5:00 p.m. via QuickSchools. Each teacher will maintain a class record including grades, attendance, class calendar and quarterly progress for each content class. Lab instructors will also maintain attendance and progress monitoring for each lab class.

It is our belief that effective academic programming begins with open and frank communication between parent, student, and teacher. The weekly review of progress reports is essential to good communication between parents and teachers and is viewed as a measure of commitment to our program.

## **SEARCH AND SEIZURE ACTIVITIES ON SCHOOL PROPERTY**

Personal items (purses, gym bags, coats, etc.) can be searched by school officials at any time. Cars on school property are subject to search and seizure and will only be conducted under the supervision of a local police officer.

Cubbies, lockers, and desks which belong to the school may also be searched. A search of all cubbies and desks is called a "blanket search" and is permissible under the law and are not announced in advance.

Lake Michigan Academy will not engage in strip searches of students at any time or for any reason.

## **SEXUAL HARASSMENT**

Lake Michigan Academy does not tolerate sexual harassment of students, staff, or faculty.

### **Definition of Sexual Harassment and Bullying**

Sexual harassment shall be defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature in the following context: 1). when submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting such individual, or 2). when such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

### **Examples of Prohibited Conduct**

Conduct prohibited by this policy may include, but is not limited to: unwelcome sexual flirtation; advances or propositions for sexual activity; continued or repeated verbal abuse of a sexual nature, such as suggestive comments and sexually explicit jokes; sexually degrading language to describe an individual; remarks of a sexual nature to describe a person's body or clothing; display of sexually demeaning objects and pictures; offensive physical contact, such as unwelcome touching, pinching, brushing the body; coerced sexual intercourse; sexual assault; rape, date or acquaintance rape, or other sex offenses, forcible or non-forcible.

### **Sanctions**

Appropriate disciplinary action by Lake Michigan Academy may include a range of actions up to and including dismissal and/or expulsion.

## **STUDENT DIRECTORY INFORMATION**

Information will be included in the Student Directory only with explicit permission of the student's parents or guardians. The Directory will only be shared with parents associated with LMA and will contain the student's name, grade level, address, phone number, and email address.

## **TECHNOLOGY**

Students will be required to sign a technology agreement at the beginning of each school year. All computer and/or electronic devices and media brought from home must comply with LMA policies. Our goal is to teach students how to productively use technology to assist in their learning and in accommodating their learning differences and needs.

Cell phones must stay out of view of the teacher during designated instruction time. We recognize that cell phones can be aids for organization (calendars, assignments, etc.) but inappropriate use will result in the phone being turned into the appropriate staff or faculty member and returned at the end of the school day. If a student does not comply 3 times within a given semester, the student will not be allowed to bring his/her electronic devices into the classroom for the remainder of that semester. In the event non-compliance becomes an ongoing issue and disruptive to the learning environment, a meeting will take place between the school, the student, and their parent(s) and a plan of intervention will be developed.

Separate technology policies for the use and care of the school administered Chromebook have been developed and will be distributed to students and parents under separate cover. Parents are given the option to purchase school administered insurance that will cover any accidental damage to the Chromebook.

## **WITHDRAWAL PROCEDURES**

If a student is withdrawn from the Lake Michigan Academy based on a decision made by the parent/guardian, a written notice of intent to withdraw must be submitted in writing. Notification of withdrawal must be sent by certified mail, and a return receipt requested. If delivered in-person it must be acknowledged by signature of the front office administration. Nonattendance or verbal notification will not be regarded as official notification.

All tuition is non-refundable after the end of the second week of the school year and the parent/guardian is responsible for the full year tuition. If notification is received prior to the end of the second week of the school year, the full tuition will be refunded. The \$250.00 Registration Fee is non-refundable.

All tuition and fees owing at the time of withdrawal must be paid in full and all school provided textbooks, technology, and materials must be returned within 30 days of withdrawal.

The student's transcript will be forwarded when the above conditions have been met. Files must be requested by the school system in writing.





