

BOBCAT VIRTUAL LEARNING

STUDENT HANDBOOK

2022-2023



VIRTUAL  LEARNING

Powered by Grand Blanc Community Schools

1 Jewett Trail

Grand Blanc, MI 48439

Phone: 810-591-6391

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www.bobcatvirtual.org

Asst Director: Kevin Keilitz

Coordinator: Kate White

Student Commitment:

- Be committed to online learning and adhere to timelines suggested by instructors
- Have basic proficiency in computer skills, such as the use of Google Documents, the internet, and the online learning platform
- Participate in a minimum of 1-2 weekly two-way communications with the assigned homeroom teacher
- Engage with the instructor and classmates in the virtual environment
- Act in accordance with standards of reasonable behavior, respect, and civility
- Follow all other expectations as specified by BVL, the school district, and the online teacher(s)

Parent/Guardian Commitment:

- Agree to be accessible to class instructors and homeroom teacher to discuss student progress
- Act as a learning coach if the student is in grades K-5
- Promote good attendance and time management
- Provide an appropriate working environment
- Facilitate two-way communication if the student is in grades K-5 and cannot communicate with their homeroom teacher unassisted
- Support the expectations of BVL and the online teacher(s)

District Commitment:

- The school will develop and explain the process and expectations so that students and parents can make informed decisions when choosing to participate in in Bobcat Virtual Learning
- Teachers will be available during scheduled hours (as communicated by the teacher) to provide academic assistance, when needed
- If the student has an active 504 Plan or IEP, the district will help determine if the accommodations and support can be delivered virtually or if they will have to be modified

Attendance: Attendance in an online course is as important as attendance in a traditional classroom. Online learners are expected to “attend” class regularly throughout the semester by logging into their courses daily. When logging in, students should check course announcements/messages and actively engage in coursework. Online learners should expect to spend 5-10 hours of online work per week for each online class.

Online courses are set up in a sequential manner; content information and formative assessment completion will be necessary to complete before accessing summative assessments. It is essential that students maintain the recommended course pacing guide and engage in class regularly.

Homeroom Teacher Requirements: All students will be assigned to a homeroom teacher. They will meet with or have 1-2 weekly two-way communications with each student enrolled in BVL to support, monitor, and provide guidance for all enrolled courses. The mentor teacher assigned may also be the teacher of record for courses.

Students who do not participate in regular two-way contacts will be referred for truancy. One week of missed two-way contacts is equivalent to five days of missed in-person school.

The Michigan Department of Education conducts a state-wide student count twice a year. Bobcat Virtual Learning student count is based solely on four required two-way contacts between students and their homeroom teacher. Each student must complete the four required two-way contacts within the dates set forth by the Michigan Department of Education.

Academic Guidance: The BVL counselor, Courtney Wood, will help students carefully select a program of study, give vocational guidance and information about colleges, and counsel students with academic and social concerns. Parents/Guardians are welcome to make an appointment by contacting her at (810) 591-1634 or cwood@gbcs.org.

Communication: For academic concerns, students and parents should contact in the following order:

1. The instructor or homeroom teacher
2. Courtney Wood, BVL Counselor, at (810) 591-6354 or cwood@gbcs.org
3. Kate White, BVL Coordinator, at (810) 591-1658 or kwhite2@gbcs.org
4. Kevin Keilitz, Asst Director Assistant Director of Innovative Programs, at (810) 591-6375 or kkeilitz@gbcs.org

Calendar: There are times when the Bobcat Virtual Learning calendar may not fully align with the Grand Blanc Community Schools calendar (ex. Late Starts, half days, snow days, etc.). Students are expected to turn in assignments as required by the BVL calendar.

Textbooks and Course Materials: Textbooks and related materials will be issued to students when appropriate for use in their classes. With the exception of items such as worksheets and consumables, these items become the responsibility of the student but remain the property of the school district. The books/materials must be returned upon completion of the course or if the student withdraws from school at any time during the year. Students are expected to return the books/materials in as good condition as when issued. If books/materials show signs of careless use or abuse, the student will be fined for the damage at the discretion of the district. Materials that are lost must be replaced at the end of the semester at the expense of the student.

Some required materials are typically found at home and are not provided by the school. A list of these items will be made available on our website in advance of the start of the school year so that families can prepare.

Grade-Level State and Local Assessments: If you are a full-time student taking “core” classes, you are required to take all appropriate state and local grade-level assessments. For local grade-level assessments (DRA and STAR), teachers will reach out to parents to schedule virtual meetings. These tests occur three to four times a year and are valuable sources of information for Staff to better understand a student’s academic needs in order to best support them. Students are expected to appear during the designated date and time. For State testing (M-Step, PSAT, and SAT), students are expected to appear in-person at the designated location during

the scheduled testing window. State testing will take place in April and May. Specific dates will be posted when information becomes available from the State.

Academic Integrity Policy: Grand Blanc Community Schools has high expectations for all students and believes that all students should maintain high expectations for themselves and their classmates. This policy exists to foster an environment conducive to learning and to promote individual student achievement. It is the expectation of the administration and faculty that individual students will adhere to this policy as honor and character are more valuable than any academic grade. Please be aware that unless specifically directed by the teacher, students must assume that all portions of any assignment are to be completed individually. It is the responsibility of each student to understand a teacher's expectations for any assignment and/or assessment. If a student finds himself or herself in doubt regarding the expectations of an assignment or assessment, the student must ask the instructor for further clarification.

- **Definition of Academic Dishonesty:** Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.
- Examples of academic dishonesty include, but are not limited to:
 - Willingly and knowingly allowing another student to copy one's work without the knowledge or approval of the instructor;
 - Intentionally or inadvertently leaving one's written work available in a place that makes it possible for another student to copy;
 - **Sending or sharing assessment information, assignments, or projects verbally, in writing or electronically (i.e. pictorially, text, email, Google G Suite programs) to another student;**
 - Participating in, contributing to, or withholding information about the academic dishonesty of another student;
 - Using or possessing "crib notes" or "cheat sheets," or accessing any written or electronic information when not permitted;
 - Inventing information or giving false information to deceive the educational process;
 - Dishonest actions reported by the teacher;
 - Any assignment or assessment submitted by a student which is not considered his/her original work;
 - The use of course materials obtained without the instructor's permission.
- **Definition of Plagiarism:** Plagiarism, which is copying work from another source and submitting it as one's own work, includes, but is not limited to:
 - Altering words or the order of words from another source and submitting them as one's own work;
 - Submitting work written by college students, former students, tutors, friends, or other adults as one's own;
 - Copying another student's work, previously published material, or ideas from any source, including electronic and visual mediums, without citation.
 - Please be aware that plagiarism is not defined simply by the copying of words and phrases, but also by the dishonest copying of ideas and concepts.

- **Consequences:**

- *1st Offense* - Loss of grade for assignment (project, test/quiz, paper, etc.); parent and administration informed
- *2nd Offense* - Loss of grade for assignment (project, test/quiz, paper, etc.); conference between student, parent/guardian, teacher, and administration; possible failure of course
- *3rd Offense* - Loss of grade for assignment (project, test/quiz, paper, etc.); conference between student, parent/guardian, teacher, and administration; possible failure of course; removal from Bobcat Virtual Learning at the discretion of the BVL administration

Acceptable Internet and Online Use Policy: See pages 92-101 of the [GBCS Rights and Responsibilities Handbook](#) for the “GBCS Agreement for Acceptable Use of Technology Resources - Student Guidelines for K-12.”

Individuals with Disabilities: The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. A student can access special education services through proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Please contact Barb Bailey, Director of Special Education, at (810) 591-6371, to inquire about evaluation procedures and programs.

Bobcat Virtual Learning
Elementary (K-5) Family Contract

My parent/guardian and I, as a student, understand that by requesting to participate in Bobcat Virtual Learning, I am making a commitment to the following:

- Fewer than four missed weekly two-way contacts with homeroom teacher/mentor
- Full participation in two-way contacts during the State mandated Count Period
- Attend a minimum of one whole-class virtual instruction and two small-group virtual instruction sessions with teacher
- Full participation in course work on Canvas, earning at least a 50% in each course
- Participate in intervention services, if identified
- Attend virtual required District-level testing and in-person required State-level testing
- Follow the student handbook for academic integrity and technology use

My parent/guardian and I have read and understand the student and parent expectations as defined in the Student Handbook. We understand that if the elements laid out in the handbook and in this contract are not followed, we will be placed “on watch” for removal from Bobcat Virtual Learning at the end of the semester. Once placed “on watch,” students must make significant improvements by the end of the semester, or they may be placed back into in-person learning.

Signature of Agreement:

By signing this document, we acknowledge that we have read, understand, acknowledge, and agree to abide by all expectations and policies set forth in the Student Handbook and this contract.

Student's Name

Signature

Date

Relationship to student, if not signed by the student

*To sign, please access our digital Family Contract: <https://forms.gle/nmzfenHKKH51YhcJU9>.

Bobcat Virtual Learning
Secondary (6-12) Family Contract

My parent/guardian and I, as a student, understand that by requesting to participate in Bobcat Virtual Learning, I am making a commitment to the following:

- Fewer than four missed weekly two-way contacts with homeroom teacher/mentor
- Full participation in two-way contacts during the State mandated Count Period
- Adequate weekly progress in each course
- Participate in intervention services, if identified
- Attend office hours or contact my course/homeroom teacher if I am struggling or have questions
- Attend virtual required District-level testing and in-person required State-level testing
- Follow the student handbook for academic integrity and technology use

My parent/guardian and I have read and understand the student and parent expectations as defined in the Student Handbook. We understand that if the elements laid out in the handbook and in this contract are not followed, we will be placed “on watch” for removal from Bobcat Virtual Learning at the end of the semester. Once placed “on watch,” students must make significant improvements by the end of the semester, or they may be placed back into in-person learning.

Signature of Agreement:

By signing this document, we acknowledge that we have read, understand, acknowledge, and agree to abide by all expectations and policies set forth in the Student Handbook and this contract.

Student’s Name

Signature

Date

Relationship to student, if not signed by the student

*To sign, please access our digital Family Contract: <https://forms.gle/nmzfenHKKH51YhcJU9>.