



2022-2023 BRONCHO VIRTUAL SCHOOL HANDBOOK & CODE OF CONDUCT

Holly Area Schools

MISSION STATEMENT

The mission of the Broncho Virtual School is to help students reach their fullest potential by providing a non-traditional educational setting that encourages students to value life-long learning, and become self-directed, responsible adults who excel in their future aspirations.

VISION STATEMENT

At Broncho Virtual School, our vision is to provide personalized learning options characterized by a flexible, innovative curriculum and a supportive staff that values, respects, and responds to students' individual needs and goals.

BRONCHO VIRTUAL ADMINISTRATION AND STAFF

Stephanie Elder

Director of K-12 Virtual Programs
Administrative Assistant

Cheryl Price

District Counseling Specialist

OVERVIEW

We are excited to offer a virtual learning option for Holly Area School (HAS) students in grades K-12. Broncho Virtual School (BVS) combines the flexibility of online learning with the support of certified HAS teachers. Once enrolled, your student will be considered a student of Broncho Virtual School (BVS).

In order to determine if **Broncho Virtual School** is a good fit for your student, please take a moment to read through the descriptions of our virtual learning program and ask yourself the following questions:

- Why are you seeking an online method of instruction?
- Are you prepared for direct involvement in your child's education?
- What are the student's goals?
- Are you and the student good communicators?
- Does the student have strong computer skills?
- Is the student able to work independently?
- Does the student have good study habits and time management skills?

2nd-12th Pathway

Students enrolled in the Broncho Virtual School will be complete the same number of courses as that of in-person students. High school students choosing the 2nd-12th virtual pathway will be required to meet the same graduation requirements as those students attending Holly High School with a Holly High School diploma awarded upon completion of Michigan Merit Curriculum requirements and an invitation to attend the HHS graduation ceremony.

EXCEL Alternative Pathway

Students enrolled in the EXCEL 11th-12th pathway will complete courses designed to meet Michigan credit requirements for graduation and will complete the majority of their coursework online. Students will attend an in-person learning lab session a minimum of once per week. Teachers will provide support through email, phone, online learning platform, and during scheduled lab times. Students who graduate from EXCEL will receive a diploma from Broncho Virtual School-EXCEL Alternative and will attend a separate graduation ceremony for EXCEL students and their families.

Parent/Guardian:

It is important that you and your child read and review the contents of this handbook. It contains notices of rights that you and your child have under law as well as rules and policies that affect your child as a student of Broncho Virtual School.

EXECUTIVE SUMMARY

At Broncho Virtual School, we firmly believe that well-informed students and parents promote a positive school environment. Consistent with this philosophy, we require that all students and parents review the Student/Parent Handbook to become acquainted with the various phases of school life. This document contains regulations, activities, clubs, expectations and other general information that will aid a student in becoming a productive, successful member of the school community.

Outlined in this handbook are the expectations we have for our students enrolled in the Broncho Virtual School.. Each student will receive a digital copy and is responsible for its entire contents. Please discuss any questions with your teacher, counselor, or administrator. Virtual students are expected to follow the same school rules and expectations as a traditional students anytime they are on campus and are subject to school policies set forth by the Administration and the HAS Board of Education.

Please note that the policies and procedures described in the Broncho Virtual School Student/Parent Handbook are subject to review and revision at the discretion of Holly Area Schools and/or the Holly Area Schools Board of Education. Revision(s) adopted for effective operation of the school will be posted for public review on the school and district website.

INTRODUCTION

Holly Area Schools believes when schools and parents work together, children feel a consistent level of support and encouragement, and they are given a uniform message about the value of a quality education. Our student, school, and parent partnerships shall be based on civility, the act of showing mutual respect toward one another.

Practicing civility and civil discourse allows everyone to share viewpoints and listen to each other. It does not mean we have to agree, but it means we can disagree respectfully. It is through this foundation of respect that Holly Area Schools has developed the following Code of Ethics.

Holly Area Schools believes

- All students can reach their highest potential with the support of the entire community;
- Effective communication is essential to building and sustaining positive school-family partnerships;
- In maintaining an environment that promotes the safety, dignity and growth of all students;
- In protecting the confidentiality and privacy of all students; and
- In resolving conflicts, whenever possible, privately, and respectfully in accordance with district policy

Holly Area Schools expects all students, parents and staff

- To work together to promote a positive learning environment that supports continued growth and achievement for all students;
- To respect the dignity, worth, and uniqueness of each individual;
- To exhibit civil discourse, whether face to face, via phone, email, or social media, that supports the best interest of the school community;
- To support all students' educational, academic, personal, and social needs;
- To respect all students' values, beliefs, and cultural background(s);
- To challenge the limits of their academic, athletic, and social potential; and
- To use their knowledge and skills to develop the capacity of others.

RESTORATIVE PRACTICES

In order to support the beliefs and expectations of Holly Area Schools, our staff and leadership will utilize the Restorative Practices approach to developing and supporting civil and respectful relationships throughout our school community.

School-based Restorative Practices is an approach which engages the school community in positive interventions and behavioral supports. Restorative practices promote a culture of civility by nurturing safety, inclusion, respect, and positive relationships. The use of restorative practices strengthens relationships between individuals as well as social connections within the community enhancing the school's learning environment. Restorative Practices can be used to address misconduct, student conflict and repair harm. Restorative practices may result in a reduction of disciplinary action,

COMMUNICATING WITH SCHOOL LEADERS

As situations arise when students and parents may have questions or concerns with the educational process, it is important that open communication exists. Many questions can be easily answered by the educator directly involved in the class or program before it becomes necessary to move on to the next level. One of the easiest ways to communicate is via email, or a phone call. As a way to help parents effectively ask questions or communicate a concern, a "chain of command" process has been developed. Holly Area Schools leadership will follow the communication process below, and asks families to use this process as a reference when beginning their communications. You may also print a copy of this process and the contact information from our webpage [Chain of Command](#).

For a complete staff directory, visit <https://www.hask12.org/district/staff-directory/>. We look forward to continuing to develop positive partnerships with all Holly Area Schools parents.

Instruction and Curriculum

STEP 1: Classroom Teacher

STEP 2: Counselor

STEP 3: Building Principal (see list provided)

STEP 4: Assistant Superintendent of Curriculum and Instruction
Jennifer Herbstreit
jennifer.herbstreit@hask12.org
248-328-3100

Food and Nutrition Services

STEP 1: School Main Office

STEP 2: Building Principal (see list provided)

STEP 3: Food Service Director
Joanne Schebil
joanne.schebil@hask12.org
248-328-3033

STEP 4: Assistant Superintendent of Administrative Services
Steve Lenar
steven.lenar@hask12.org
248-328-3100

Special Education

STEP 1: Classroom Teacher/Sp. Ed. Teacher

STEP 2: Building Principal (see list provided)

STEP 3: Director of Student Services
Jennifer Lauria
Jennifer.Lauria@hask12.org
248-328-3100

Building and Grounds

STEP 1: School Office

STEP 2: Building Principal (see list provided)

STEP 3: Assistant Superintendent of
Administrative Services
Steve Lenar
steven.lenar@hask12.org
248-328-3100

Transportation

STEP 1: Interim Transp. Asst. Supervisor
Victoria Mingo-Williams
victoria.mingo-williams@hask12.org
248-328-3093

STEP 2: Transportation Supervisor
Frank Richmond
frank.richmond@hask12.org
248-328-3095

STEP 3: Director of Operations
Jeremy Mason
jeremy.mason@hask12.org
248-328-3163

STEP 4: Assistant Superintendent of
Administrative Services
Steve Lenar
steven.lenar@hask12.org
248-328-3100

Athletic Questions or Concerns

STEP 1: Coach

STEP 2: Athletic Director
Casey Lombard
casey.lombard@hask12.org
248-328-3243

STEP 3: Building Principal (see next page)

Early Childhood

STEP 1: Classroom Teacher

STEP 2: Early Childhood Principal
GSRP/Head Start
Bobby Robinson
bobby.robinson@hask12.org
248.328.3021

Learning Ladder (Preschool/Latchkey)
Bobby Robinson
bobby.robinson@hask12.org
248.328.3021

Discipline

STEP 1: Classroom Teacher

STEP 2: Building Principal (see below)

STEP 3: Assistant Superintendent of Curriculum
and Instruction
Jennifer Herbstreit
jennifer.herbstreit@hask12.org
248-328-3100

Building Principals

Davisburg Elementary

Denise Kott
denise.kott@hask12.org
248-328-3500

Holly Elementary

Monica Turner
monica.turner@hask12.org
248-328-3600

Patterson Elementary

Jacob Haynes
jacob.haynes@hask12.org
248-328-3700

Rose Pioneer Elementary

Michael Beattie
michael.beattie@hask12.org
248-328-3800

Broncho Virtual School

Stephanie Elder
stephanie.elder@hask12.org
248-328-3333

Holly Middle School

Eric Curl
eric.curl@hask12.org
248-328-3400

Haley Street, Assistant Principal

haley.street@hask12.org
248-328-3400

Holly High School

Derek Lindsay, Interim Principal
derek.lindsay@hask12.org
248-328-3200

Jennifer Fettig, Assistant Principal

jennifer.fettig@hask12.org
248-328-3200

Melissa Wachowski, Assistant Principal

melissa.wachowski@hask12.org
248-328-3201

UNRESOLVED QUESTIONS OR CONCERNS

If questions or concerns have not been resolved after discussing them with teachers, principals or other school leaders, you may contact the superintendent. For high-level concerns, issues may be advanced to the Board of Education after they have advanced through each level of the chain of command.

Superintendent Scott Roper, 248-328-3100 scott.roper@hask12.org

Board of Education <https://www.hask12.org/district/board-of-education>

SOCIAL MEDIA GUIDELINES

Holly Area Schools utilizes social media (Facebook, Twitter, and other networking sites) to connect with our school families and the community for the purpose of sharing information rapidly. Our posts are intended to provide information about what's going on across the district. This information will often include various announcements, postings about upcoming events, promotion of clubs, teams, programs, academics, and celebrations of success. Specific questions or concerns will not be

addressed on the district's social media sites, but rather through our "chain of command" process referenced on our district website and in our student/parent handbooks. Students, parents, staff, and community members are expected to use social media in a responsible manner that reflects the highest standards of honesty, respect, and consideration of others. Under no circumstances will offensive or negative comments about students, staff, community, or the district be tolerated. Posts and comments should build and support a positive school community. Misuse of the District's social media sites could be regarded as a violation of these guidelines and may result in restrictions and disciplinary action in accordance with district and state policies.

NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship and/or personal sense of self-worth.

As such, Holly Area Schools does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities.

Holly Area Schools also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.

Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.

Complaints will be investigated in accordance with the procedures as described in Board Policy 2260. Any student making a complaint or participating in a school investigation will be protected from any threat or retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity.

DISTRICT COMPLIANCE OFFICERS

Holly Area Schools designates the following individuals to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinators")

Assistant Superintendent of Curriculum and Instruction
Mrs. Jennifer Herbstreit
(248) 328-3100
920 Baird St., Holly, MI 48442

Director of Human Resources
Mrs. Patricia Murphy-Alderman
(248) 328-3100
920 Baird St., Holly, MI 48442

INVESTIGATION AND COMPLAINT PROCEDURE

Any student who believes that s/he has been subjected to unlawful discrimination or retaliation may seek resolution of his/her complaint through the procedures as listed in Board Policy 2260. The formal complaint procedures involve an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated.

Upon completion, or at any point in the grievance process, complainants have the right to file a complaint with the Office for Civil Rights, U.S. Department of Education, Washington, D.C. 20201. The complainant should first be directed to the following address:

Office For Civil Rights
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
Phone: (216) 522-4970
Fax: (216) 522-2573
TDD: (216) 522-4944
E-mail: ocr.cleveland@ed.gov
Web: <http://www.ed.gov/ocr>.

At the conclusion of the investigation, the CO or designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful discrimination/retaliation. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if unlawful discrimination or retaliation occurred, a preponderance of evidence standard will be used.

Scott Roper, Superintendent
Holly Area Schools
920 Baird Street
Holly, Michigan 48442
(248) 328-3147

A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent may appeal through a signed written statement to the Board within five (5) business days of his/her receipt of the Superintendent's final decision.

Holly Board of Education
Holly Area Schools
920 Baird Street
Holly, Michigan 48442
(248) 328-3147

[Complaint Form](#)

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HANDBOOK CONTENT

IMPORTANT INFORMATION

Broncho Virtual School combines the flexibility of online learning, support of certified HAS teachers/mentors, and in-person support. The purpose of this program is to provide personalized and flexible learning options for students who are not succeeding in a traditional school environment and/or prefer a different type of learning environment. Students enrolled in BVS will complete the majority of their coursework online. Students will be provided with in-person learning lab times during which they can receive in-person support from their teachers. Teachers will provide support through email, phone, the online learning platform, and during scheduled lab times. Students who graduate from the BVS 2nd-12th pathway will receive a diploma from Holly High School and will attend the HHS graduation ceremony with their graduating class. Students who graduate from EXCEL will receive a diploma from Broncho Virtual School-EXCEL Alternative and will attend a separate graduation ceremony for EXCEL students and their families.

SPECIAL EDUCATION

Special education students may have access to enroll in BVS through Holly Area Schools. If a student is being considered for BVS, the IEP team will hold an IEP meeting with the parent/guardian to determine if a Free and Appropriate Public Education (FAPE) can be offered in the BVS program. If the IEP team determines FAPE can be offered, the case manager will send a referral to the Director of K-12 Virtual Programs. The IEP team will also address special education programming and services in virtual learning through the IEP process.

Special education students will be assigned to a general education teacher as the teacher of record. The special education teacher will serve as a direct provider as outlined in the student's IEP. The special education teacher can serve as a co-teacher to the general education teacher who is assigned to the student. If the student requires resource room support, this can be scheduled through the Director K-12 Virtual Programs.

ATTENDANCE

It is essential for each student to maintain regular attendance. Attendance in an online program looks much different than a traditional school. All BVS students are expected to make expected weekly progress in their classes by completing all course assignments within 2 weeks of the suggested due dates unless otherwise noted in the student's Educational Development Plan (EDP). Students are also required to maintain weekly 2-way communication with their mentors throughout the semester. Communication may be via email, live video conference, text, or in-person conversation. Failure to communicate weekly will result in documentation and referral to administration. Continued absence may result in removal from the program and/or require the district to file truancy.

BVS attendance is measured in the following ways:

1. Active logins and completion of daily assignments
2. Two-way communication with the mentor teacher in one of the following ways:
 - a. Video Conference
 - b. Email
 - c. Phone Call
 - d. In-person learning lab attendance (Required for EXCEL students)

Successful students need to log in daily to complete assignments in their classes. If a student is unable to log into a class for more than a few days, the student or parent/guardian should contact the mentor teacher to discuss a plan to stay on pace to complete courses and/or request additional learning lab sessions.

PROCESS FOR ADDRESSING ATTENDANCE CONCERNS

We believe the best way to address attendance concerns is for parents/guardians and school staff to work together. Parents/Guardians will be notified by school personnel before a wellness check by a HAS liaison officer or a truancy referral is made to the Oakland County Truancy Department. Attempts will be made to help resolve any issues that may be affecting a student's attendance in the program. Following are the steps involved in addressing attendance concerns:

1. After a student has missed a week of online course work and/or learning lab attendance, the parent/guardian will receive an email informing them of the lack of activity in courses and or missed learning lab sessions.
2. After a student has missed 2 weeks of online course work and/or learning lab sessions, the parent/guardian will be required to meet with school personnel to develop a plan to improve attendance in the future. Once the plan is created, student attendance will be monitored on a weekly basis. If the student fails to attend the meeting, a request for a wellness check may be made to a HAS Police Liaison Officer.
3. After a student has demonstrated a lack of activity in online courses or missed learning lab sessions for more than 10% of the possible school days (18 days), a truancy referral may be sent to Oakland County Truancy Department and/or the student may be withdrawn from the program.

Extended absences require communication with school personnel and may require documentation if appropriate.

PHYSICAL ATTENDANCE DAYS

1. Students are able to come to the lab for in-person support during open lab hours. Lab attendance will satisfy the weekly communication requirement.
2. Students are required to complete district and state testing requirements in-person.

EXCEL students only:

1. Students are required to attend a 2 hour, in-person orientation session upon enrollment.
2. Students are expected to be present in the lab at least one day a week, each trimester, for a total of two hours a week during open lab hours.
3. Students are required to attend in person to take final exams and complete state testing requirements (if applicable).

BVS students who have been suspended will not be allowed to attend in-person learning lab sessions or extra curricular clubs or dances unless the duration of suspension has expired. While a student is suspended, they are not allowed on campus, at school or district activities or events.

COUNT DAY INFORMATION

Students must attend the lab in person on statewide Count Days (1st Wednesday in October and 2nd Wednesday in February). Should extenuating circumstances arise, the student must contact their mentor teacher or the Director of K-12 Virtual Programs.

DISTRICT & STATE TESTING INFORMATION

Students are required to take all appropriate grade-level local and state assessments in person, at the designated date, time, and location. Students must be in attendance for required testing in order to continue in the virtual program and to stay on track for graduation. District-level iReady reading and mathematics testing will take place for K-8 students at the beginning of the school year and in January. State testing will take place in April and May. These assessments are valuable sources of information for staff to better understand your student's academic needs and how best to support these needs. Specific dates and times will be communicated as soon as information becomes available. Please refer to the school calendar.

TRANSPORTATION

Students/families are responsible for transportation to and from the lab. By participating in this program, students/families acknowledge they can provide transportation for weekly lab days/times. Bus transportation will be available for required in-person testing.

ACADEMIC INFORMATION

ACADEMIC GUIDANCE

BVS students will work with an assigned counselor who will help them determine their schedule of courses for the year, give vocational guidance and information about career paths, colleges, and counsel students with academic and social concerns.

EXCEL

Cheryl Price (District Counseling Specialist)
248.328.3230

Middle School Counselors

Mark Mattingly (Last names: A-L)
248.328.3407

Kristin Godoshian (Last names: A-L)
248.328.3429

High School Counselors

TBD (Last names: A-G)
248.328.3232

TBD (Last names: H-O)
248.328.3231

Anna Wilson (Last names: P-Z)
248.328.3221

Samantha Burns (Career Counselor & EDP's)
248.328.3253

CURRICULUM

BVS offers students self-paced virtual curriculum aligned with [Michigan academic standards](#). All full time BVS students will be scheduled for a minimum of 10 courses per school year unless otherwise indicated in the student's EDP. Courses are accessible 24/7 and students will also have access to a learning lab staffed by certified HAS teachers and the program administrator. BVS students will receive courses in the Stride Learning platform and will earn credit for assignments submitted online and/or through in-person learning lab sessions.

OAKLAND SCHOOLS TECHNICAL CENTER – NORTHWEST

The Holly Area Schools is a participating district in the Vocational Educational Program offered by Oakland County and is served by the Oakland Technical Center - Northwest. Students attending the OSTC program are expected to follow the student code of conduct. For more information about the OSTC program, contact your student's counselor

COURSE CREDITS

Students may earn 0.5 (1/2) credit per class. Credits are granted at the end of each term. Students who fail the required course work but demonstrate 80% proficiency on the end of term exam or series of assessments may earn credit for the course. Final exams must be completed in-person in order to receive credit by exam.

GRADING AND EARNING CREDITS

Broncho Virtual uses a standards-based grading approach for progressing to the next grade level for grades K-8 or earned credit in required courses for high school students. K-8 students will be evaluated at the end of each trimester using the district grading scale for each grade level.

Ways to Earn High School Credit

Ways to earn credit	Description	What is proficiency?	How is it designated on the Transcript?
Online Courses	Course completion with an overall earned percentage of 60% or greater.	60% or greater	Letter Grade A-E
Credit Recovery	Successful completion of previously failed course with an overall earned percentage of 60% or greater.	60% or greater	CR (Credit <i>or</i> No Credit)
Testing Out	Taking a comprehensive assessment demonstrating a reasonable level of mastery of the subject matter of the course.	80% or greater	CR or NC (Credit <i>or</i> No Credit)
OSTC Courses	Successful completion of Oakland Schools Technical Campuses (OSTC) courses.	60% or greater	Letter Grade A-E

Ways to Earn Credit through EXCEL Alternative

Ways to earn credit	Description	What is proficiency?	How is it designated on the Transcript?
Online Courses	Course completion with an overall earned percentage of 60% or greater.	60% or greater	CR or NC (Credit <i>or</i> No Credit)
Credit Recovery	Successful completion of previously failed course with an overall earned percentage of 60% or greater.	60% or greater	CR (Credit <i>or</i> No Credit)
Testing Out	Taking a comprehensive assessment demonstrating a reasonable level of mastery of the subject matter of the course.	80% or greater	CR or NC (Credit <i>or</i> No Credit)
OSTC Courses	Successful completion of Oakland Schools Technical Campuses (OSTC) courses.	60% or greater	CR or NC (Credit <i>or</i> No Credit)

GRADUATION REQUIREMENTS

To graduate from high school with a high school diploma, each student must successfully complete all of the following credit requirements of the Michigan Merit Standard, which includes:

- a) At least 4 credits in English language arts that are aligned with state subject area content expectations, including two trimesters each year.
- b) At least 3 credits in Science that are aligned with state subject area content expectations, including completion of at least biology and either chemistry or physics.
- c) At least 4 credits in Mathematics that are aligned with state subject area content expectations, including completion of at least Algebra I, Geometry, and Algebra II, or an integrated sequence of this course content that consists of 3 credits, and an additional mathematics credit, such as Trigonometry, Statistics, Pre-Calculus, Calculus, Applied Math, Accounting, Business Math, a retake of Algebra II, or a course in financial literacy as described in section 1165.
 - i) A student may complete Algebra II over two years with 2 credits awarded or over 1.5 years with 1.5 credits awarded for the purposes of this section and section 1278b.
 - ii) A student also may partially or fully fulfill the Algebra II requirement by completing a department-approved formal career and technical education program or curriculum that has appropriate embedded mathematics content, such as a program or curriculum in electronics, machining, construction, welding, engineering, or renewable energy.
 - iii) Each student must successfully complete at least one mathematics course during his or her final year of high school enrollment.
- d) At least 3 credits in social science that are aligned with state subject area content expectations, including completion of at least 1 credit in United States History and Geography, 1 credit in World History and Geography, 1/2 credit in Economics, and a 1/2 credit Government course.
- e) At least 1 credit in subject matter that includes both health and physical education aligned with state guidelines.
- f) At least 1 credit in Visual Arts, Performing Arts, or applied arts aligned with state guidelines.
- g) At least 2 credits in a language other than English, based on state guidelines.

To graduate from Holly High school with a high school diploma through BVS, each student must:

1) Complete all district graduation requirements:

High School Graduation Requirements	2019+
Total Credits Required to Graduate	28
Language Arts Required Courses and Credits	4.5
Language Arts 9	1.5
American Literature or Honors American Literature	1.0
Literature and Language II	1.0
English Twelve	1.0
Mathematics Required Courses and Credits	5.0
Algebra I	1.5
Geometry	1.5
Algebra II	1.5
Mathematics-related class during senior year	0.5
Science Required Courses and Credits	3.0
Biology	1.0
Physical Science: Physics	0.5
Physical Science: Chemistry	0.5
Earth Science	1.0
Social Studies Required Courses and Credits	3.0
World History and Geography I (9 th Grade)	0.5
U.S. History and Geography	1.0
Government (.5) and Economics (.5)	1.0
World History and Geography II (12 th Grade)	0.5
Arts-Visual, Performing and Applied Required Credits	1.0
Physical Education Required Credits*	0.5
Health Education Total Required Credits	0.5
Computer Technology Required Credits	N/A
Digital ASSIST^ (9th Grade)	0.5
World Language **	2.0
Required Credits	20.5
HHS Graduation Requirements	28

Graduation requirements for *EXCEL Alternative Students Only*

English Including:	English 9	1.0 credit
	English 10	1.0 credit
	English 11	1.0 credit
	English 12	1.0 credit
	Total	4.0 credits
Science Including:	Biology	1.0 credit
	Physical Science	1.0 credit
	Earth Science	1.0 credit
	Total	3.0 credits
Social Studies Including:	World History	1.0 credit
	US History	1.0 credit
	Government	.5 credit
	Economics	.5 credit
	Total	3.0 credits
Mathematics Including:	Algebra I	1.0 credit
	Geometry	1.0 credit
	Algebra II	1.0 credit
	Additional Math or a Math related class	1.0 credit
	Total	4.0 credits
P.E./Health including:	Physical Education	0.5 credit
	Health	0.5 credit
World Language including:	World Language	1.0 - 2.0 credits
Visual/Performing/Applied Arts (VPAA)		1.0 - 2.0 credits

TOTAL CREDITS TO GRADUATE = **18 credits**

PERSONAL CURRICULUM

A personal curriculum may be requested for the student that modifies certain Michigan Merit Standard requirements. If all of the requirements for a personal curriculum are met, then a high school diploma may be awarded to a student who successfully completes his/her personal personal curriculum even if it does not meet the requirements of the Michigan Merit Standard. All of the

following apply to a personal curriculum:

- a) The personal curriculum shall be developed by a group that includes at least the student, at least one of the student's parents/legal guardian, a teacher, and the student's EXCEL K-12 Director. For a student who receives special education services, a school psychologist should also be included in this group. The teacher included in the group developing the personal curriculum shall be a teacher who is currently teaching the student, who currently teaches in or whose expertise is in a subject area being modified by the personal curriculum, or who is determined by the Director to have qualifications otherwise relevant to the group.
- b) The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan Merit Standard as is practicable for the student; shall establish measurable goals that the student must achieve while enrolled in high school and shall provide a method to evaluate whether the student achieved these goals; and shall be aligned with the student's Educational Development Plan (EDP).

- c) Before it takes effect, the personal curriculum must be agreed to by the student's parent/legal guardian and by the superintendent or his/her designee.
- d) The student's parent/legal guardian shall be in communication with each of the student's teachers at least once each calendar quarter to monitor the student's progress toward the goals contained in the student's personal curriculum.
- e) Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.
- f) The English Language Arts credit requirements and the science credit requirements are not subject to modification as part of a personal curriculum under this subsection.
- g) The mathematics credit requirements may be modified as part of a personal curriculum only after the student has completed, without necessarily having attained a passing grade in, at least 1-1/2 credits of the mathematics credits required and only if the student successfully completes at least 3-1/2 total credits of the mathematics credits before completing high school. The requirement that a student must successfully complete at least one mathematics course during his/her final year of high school enrollment is not subject to modification as part of a personal curriculum. The Algebra II credit requirement may be modified as part of a personal curriculum only if the student meets one or more of the following:
 - i) Has successfully completed the same content as one semester of Algebra II.
 - ii) Elects to complete the same content as Algebra II over two years, with a credit awarded for each of those two years, and successfully completes that content.
 - iii) Enrolls in a formal career and technical education program or curriculum and in that program or curriculum successfully completes the same content as one semester of Algebra II.
- h) The social science credit requirements may be modified as part of a personal curriculum only if all of the following are met:
 - i) The student has successfully completed 2 credits of social science credits, including the government course.
 - ii) The modification requires the student to complete one additional credit in English Language Arts, mathematics, or science or one additional credit in a language other than English.
 - i) The Health and Physical Education credit requirement may be modified as part of a personal curriculum only if the modification requires the student to complete one additional credit in English Language Arts, Mathematics, or Science or one additional credit in a language other than English.
- j) The visual arts, performing arts, or applied arts credit requirement may be modified as part of a personal curriculum only if the modification requires the student to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit in a language other than English.
 - k) If the parent/legal guardian requests as part of the student's personal curriculum a modification of the Michigan Merit Standard requirements that would not otherwise be allowed under this section and demonstrates that the modification is necessary because the student is a child with a disability, the school district may allow that additional modification to the extent necessary because of the student's disability if the group determines that the modification is consistent with both the student's Educational Development Plan and the student's Individualized Education Program.

GRADING POLICY

All courses will be evaluated at the end of each trimester.

- Any assignments not completed or excused will be marked as zeros by BVA teachers in order to determine a final grade.
- Students must follow each course's syllabus to ensure all assignments are completed.

Grade Scales

Grade Level	Percentage	Grade
K-2	90-100 70-89.9 0-69.9	M (Mastered) Dev (Developing) AC (Area of Concern)
3-5	75.01-100 50.01-75 25.01-50 .01-25	4 3 2 1
6-12	90-100 80-89.9 70-79.9 60-69.9 0-59.9	A B C D E
EXCEL Alternative	60-100 0-59.49	CR (Credit) NC (No Credit)

CALENDAR & SCHEDULE

BVS students follow the Holly Area School district calendar. Teachers and mentors provide asynchronous and in-person learning lab opportunities during scheduled days and hours. Counselors will assist with the course selection process for high school students. Students in elementary and middle school will be enrolled in ELA, Math, Science, and Social Studies core courses and will have limited elective options based on availability. Daily schedules are determined by students and parents with the help of HAS teachers and counselors.

Schedule

Grade Level	# of Courses per Trimester	Courses
K-5	6	<ul style="list-style-type: none"> • English Language Arts • Mathematics • Science • Social Studies • 2 Elective Courses
6-8	6	<ul style="list-style-type: none"> • English Language Arts • Mathematics • Science • Social Studies • 2 Elective Courses
9-12	5	To be determined by counselor, student, and parent
EXCEL 11-12	Based on EDP	To be determined by counselor, student, and parent

Learning Lab Days & Hours

	Learning Lab Hours	Teacher Hours of Online Availability
Monday	1-3 pm	9 am- 4 pm
Tuesday	9-11 am	11 am - 3 pm
Wednesday	Appointment Only	11 am - 3 pm
Thursday	3-5 pm	11 am - 3 pm
Friday	Appointment Only	9 am- 4 pm

SCHEDULE CHANGE REQUESTS

Every effort will be made to determine the most appropriate courses for students to meet their needs, interests, and capabilities. Students and parents will work with the counselor and BVS staff to discuss and make necessary schedule changes. BVS students will be scheduled for the same number of courses per trimester as in-person students in their grade-level. Any schedule changes must be approved and in accordance with their Educational Development Plan (EDP) and the Michigan requirements for graduation.

PACING AND TIME COMMITMENT

BVS students and families must understand that virtual learning involves a time commitment. Students should be working approximately 30 hours per week on their coursework. BVS students have the flexibility to work at their own pace and create their own schedules for learning. BVS allows students to work at their own pace and to turn in work at any time during the term without penalty. This flexibility also allows students to work during time periods that are best for them and/or their families.

The following is one example of a possible schedule a student may follow:

Sample of a Possible Weekly Student Learning Schedule

Monday	10 am - noon 1 pm - 4 pm	Online coursework	5
Tuesday	11 am - 2 pm 3 - 5 pm	Learning Lab Session	5
Wednesday	11 am - 2 pm 3 - 4 pm	Online coursework Virtual Learning Session w/Teacher	4

Thursday	9 am - 9:30 am	Virtual session w/mentor	8
	9:30 am - 12:00 pm	Online coursework	
	3 - 8 pm	Online coursework	
Friday	6 pm - 9 pm	Online coursework	3
Saturday	2 pm - 6 pm	Online coursework	4
			Total = 30 hours

COURSE PROGRESSION

Students will be expected to make adequate progress in their courses each week. This means they should be completing and submitting all assignments in the order in which they are presented in the course. Students will not be allowed, without teacher approval, to move on to the next unit if they have not successfully mastered previous activities or unit tests.

Student progress is a major focus for BVS teachers and staff. BVS teachers will monitor each student's progress, academic achievement, and attendance regularly to ensure students are on track to graduate and identify the need for additional support. If it is determined that a student is not making adequate progress, is habitually absent, and/or is not likely to complete graduation requirements; HAS retains the right to contact the parent/guardian of its decision to recommend that the student should return to his/her home school where there is more direct teacher support.

METHOD OF INSTRUCTION CHANGES

All BVS students must commit to remaining in the program for an entire trimester. Student progress and achievement in courses will be regularly monitored and Parents/Guardians of students who have failed the majority of their classes and/or have failed to meet BVS expectations for communication and/or progress will be notified no later than one week before the end of the trimester of their eligibility for the program. Requests to return to in-person learning must be approved by the appropriate school administrator and will be considered at the start of a new trimester.

Requests to return to in-person learning will be considered only if a completed enrollment change form has been submitted and classroom space is available. HAS administration reserves the right to transition K-5 students back to in-person learning at any time during the school year if it is determined to be in the educational best interest of the student. Requests for EXCEL students to return to in-person learning must be approved by the HHS Administration and will be considered at the start of a new trimester. Students who return to in-person classes at Holly High School will be subject to HHS graduation credit requirements and policies.

PARENT-TEACHER CONFERENCES

Two formal parent-teacher conferences are scheduled per year. In addition, parents, students, or teachers may request a conference at any time during the school year to discuss an individual student's progress and/or concerns.

Parents can prepare for conferences by:

1. Accessing your child's current progress and grades by going to the STRIDE parent portal.
2. Accessing Skyward to view your child's academic status and course grades
3. Deciding ahead of time what you want to ask the teacher; asking your student if there is anything he /she would like you to discuss with the teacher; and

4. Determining what you can tell the teacher about your student that will enable the teacher to better understand him/her.

After the conference, follow through on any action decided upon. The student's best interests are served when parents and teachers work in a partnership whose aim is to help the student get the best possible education.

ACADEMIC INTEGRITY

All BVS students are expected to demonstrate academic integrity in all aspects of their education. Academic integrity means that students will put forth their best effort to learn, avoid plagiarism, cheating, and any other forms of academic dishonesty. Violations will result in a written referral to the Director of K-12 Virtual Programs.

PLAGIARISM

Students must submit their own work for all assignments and tests. Copying and pasting work from another person or source or taking someone else's ideas, changing a few words and submitting them as your own is considered plagiarism. Please watch the video below to help you understand more about how to avoid plagiarism.

[Plagiarism Video for Schools](#)

The following process will be followed when plagiarism is identified:

1. First Offense- Teacher will meet with student to discuss the plagiarized assignment. Student will be given an opportunity to resubmit the assignment for partial credit.
2. Second Offense- Student will be given no credit for the assignment, given a written warning and parent/guardian will be notified.
3. Third Offense- Student will be dropped from the course and the Director of K-12 Virtual Programs and the parent/guardian will be notified.
4. Repeated plagiarism may result in withdrawal from the EXCEL program.

REQUIRED TESTING

To help students and school personnel gain a better understanding of each student's academic strengths and weaknesses, school staff and counselors organize and help administer various standardized tests. All Holly virtual students must meet the same testing requirements as in-person students. All state tests will be administered in-person with no option to take these tests remotely.

11th Graders

1. First time 11th graders are required to take all three components of the MME
 - a. SAT with Essay
 - b. ACT WorkKeys
 - c. M-STEP Science and Social Studies

Students repeating grade 11 who have not previously taken all three components of the MME (SAT with Essay, the ACT WorkKeys, and the M-STEP assessments for science and social studies) may take the MME in Spring 2022, but they are not required to do so.

12th graders, who have been unable to take all three components of the MME, are not required, but may take the entire MME in the Spring of the current school year.

EXTRACURRICULAR ACTIVITIES

The Board of Education requires athletics and other student activities to be conducted in a fair and consistent manner. The administration has established standards, rules and guidelines for conducting these activities. Participation in them is a privilege, not a right. Students shall be informed by coaches/sponsors/employees of the conduct expected of them when they participate in such activities. Inappropriate conduct may result in the student's ineligibility to participate in extracurricular activities.

Students who participate in athletic activities must meet all academic requirements as outlined in the current athletic handbook approved by the Board of Education. "Athlete" is defined by the Holly Area Schools as any of the following: a member of an athletic team, team manager, cheerleader, or student trainer. All athletes are expected to conduct themselves in a manner that is above reproach, and abide by all school rules whether at school or away from the school.

Hazing activities of any type are inconsistent with the educational process and will be prohibited at all times. Hazing is defined as any willful act done by a student, whether individually or in concert with others, to another student for the purpose of subjecting such student to humiliation, intimidation, physical abuse or threats of abuse, social or other ostracism, shame or disgrace. Permission, consent or assumption of risk by an individual subjected to hazing does not lessen the prohibition.

ATHLETICS

Students enrolled in BVS are permitted to participate in the HAS sports program if they meet eligibility requirements. For high school athletes the MHSAA mandates that students pass 66% of a full class load. To satisfy this requirement it equates to 4 of 5 classes per trimester.. Additionally, Holly raised the bar even more. We expect our athletes to maintain a 2.0 GPA. Additional information regarding HHS athletic programs may be found by going to <https://www.hask12.org/athletics/general-information/>.

HMS CLUBS & ORGANIZATIONS

- Snow Sports Club
- STAND

HHS CLUBS & ORGANIZATIONS

- Common Ground
- DECA
- Equestrian Club
- FCCLA
- NHS
- RoCapa
- NTHS
- Outdoor Club
- Robotics
- Science Olympiad
- Spanish Club/Spanish National Honor Society
- Student Council
- Youth Action Board Club

Additional information regarding HHS clubs and organizations may be found by going to <https://www.hask12.org/schools/holly-high-school/parentstudent-resources/clubsorganizations/>.

HHS DANCES & EVENTS

BVS students will be allowed to attend Holly High School dances and after school events. Expelled students will not be permitted to attend extracurricular or in-person events. While a student is suspended, they are not allowed on campus, at school or district activities or events.

DANCES

The HHS Student Leadership program sponsors a Homecoming and Snowcoming dance each year. These dances are held at the school and are open to all eligible Holly High School students unless otherwise indicated. No re-entry is permitted if students exit the dance. Dances end at 10:00 p.m. unless otherwise approved by school administration.

DANCE ELIGIBILITY

- A student who has been suspended from school is not eligible to purchase tickets, request a guest pass, or attend the next school dance following his/her suspension. (Example: A student suspended in November cannot attend Snowcoming. A student suspended in June cannot attend Homecoming in the following fall.) Guest pass requests from other schools will also not be granted during that period of time.
 - Attendance or attempt to attend a dance by an ineligible student will result in a suspension from school as well as the loss of eligibility for all dances and field trips for one (1) calendar year.
- A student who is suspended as a result of an action that occurred at a dance is not eligible to purchase tickets or attend a dance/prom for one calendar year from the date of the offense.
- A student who has unpaid fines is not allowed to purchase a ticket until all fines are paid in full or arrangements are made with building administration.
- A student who has failed to serve an assigned detention is not allowed to purchase a ticket until or unless the detention has been served.
- Guests may attend HHS dances under the following conditions:
 - The appropriate guest application form must be submitted to the front office and approved by HHS administration;
 - Guests must not be older than 20 years of age and must be escorted by an HHS or Broncho EXCEL student;
 - The guest's attendance must be pre-arranged through the office;
 - The guest's ticket must be purchased by the Wednesday before the dance. If advance ticket sales do not occur, the host student must see the person in charge of the dance to purchase a ticket;
 - The guest must turn in a copy of their driver's license (or pic ID) with application and show that ID at the door;
- HHS and Broncho EXCEL students may only bring one guest;
- Middle School students may not attend; and
- Guests must be dressed in a manner that is appropriate for the occasion.

HOMECOMING AND SPIRIT WEEK

Usually held in late September or early October and provides an opportunity for alumni to reacquaint themselves with the school. Highlights of Homecoming include the Monday night Powder Puff Game between the junior and senior girls, the Tuesday Activities Nights, the Friday afternoon parade, the float competition between the classes, the Friday night football game with the introduction of the Homecoming Court and the Homecoming King and Queen at half-time, and the semi-formal Homecoming Dance held on Saturday.

JUNIOR-SENIOR PROM

The Prom is a formal dance sponsored by the Junior Class held in the spring of each year. Attendance is limited to Holly High School and Broncho EXCEL juniors, seniors and approved guests. Location and date are announced by the Junior Class Officers early in the school year. Tickets are sold at HHS prior to the event and are limited to the available number of seats at the chosen venue. All school dance policies apply.

SNOWCOMING

Usually held in February, Snowcoming is our "Winter Homecoming." Snowcoming is sponsored and directed by HHS Student Council, and culminates in the Friday night basketball game with the halftime introduction of the Snowcoming Court, King and Queen, and the semi-formal dance held Saturday night.

TALENT SHOW

The annual HHS Talent Show is held in the spring. All currently enrolled Holly Area Schools high school students are eligible to compete, solo or in groups. Talent is not limited to singing or dancing. (Example: a past first place winner presented a karate demonstration set to music) Prizes are awarded for 1st, 2nd, and 3rd place. The 1st and 2nd place acts are entered in the annual Metro League Talent Show.

THEATRICAL PRODUCTIONS

The HHS Theater Department produces musicals and plays at various times during the school year. The philosophy of Holly's Theater program is to offer productions that involve a large number of students. Every production is open to auditions from both high school and middle school students. When appropriate (depending upon the production), elementary students may also join the cast. One goal is to provide Holly students with a wide range of theatrical experience. In addition, there is a commitment to present live theater to as many Holly Area students as possible. Daytime performances are offered for all grade levels and evening performances are offered for the community when the school calendar and/or building schedule permits.

The HHS Theater program is self-supporting. All production expenses are paid with money raised during the run of the show. The director's staff includes both school and community members.

Eligibility requirements for students participating in theater productions are the same as the eligibility requirements for athletes. See "Academic Eligibility" in EXTRACURRICULAR ACTIVITIES.

STUDENT EXPECTATIONS

TECHNOLOGY

Device check-out is available for all Broncho EXCEL students, but is not required. In order to be issued a device, each family will need to have completed the Technology Request form for each of their students. As a part of this process families will have the ability to review their technology agreement, and the Technology Protection Plan which are both required pieces for district device usage.

CARE FOR DISTRICT PROVIDED MOBILE COMPUTING DEVICES (MCD)

Students are responsible for the general care of the MCD they have been issued by the school. MCD's that are broken or fail to work properly must be reported.

If a student is off-site (at home, OTC, etc), report the issue to the Oakland Schools Service Desk as soon as possible to see if the issue can be resolved remotely.

To submit a ticket with OS Help Desk:

Email : osservicedesk@oakland.k12.mi.us

(Describe the issue and include student name and asset tag number)

Call: 248-209-2060

While a student is on-site at the Learning Lab the student should report the issue to their mentor teacher and they will be directed to their front office staff for assistance.

District-owned MCD's should never be taken to an outside computer service for any type of repairs or maintenance. Students should never leave their MCD unattended except locked in their locker.

GENERAL EXPECTATIONS

- Students are expected to bring their device fully charged and prepared for learning.
- It is advised that students bring the power cord/charger when coming to the Learning Lab to ensure the device is usable during the learning session.
- Students are responsible for the general care of the Chromebook the district has provided them.
- If your family opted out of using a district device, your child is expected to bring their personal device to the Learning Lab for use during in-person learning sessions.

GENERAL PRECAUTIONS

- No food or drink should be consumed next to or directly over the MCD's while using the devices.
- Cords, cables, and removable storage devices must be inserted carefully into MCD's.
- Devices should not be used with the power cord plugged in when the cord may be a tripping hazard.
- MCD's must remain free of any writing, drawing, stickers, and labels.
- Devices must be properly shut down daily to allow for updates and to prolong battery life.
- Cords and cables should be unplugged before storing the device in a case or backpack.
- Devices must never be placed in unlocked cars or lockers or any unsupervised area or left unattended.

TRANSPORTING/CARRYING MCD'S

- Always transport MCD's with care. Failure to do so may result in disciplinary action.
- The device should be transported to school in a laptop bag or backpack. Do not overload bags with other items where pressure would be placed on the device.
- Always close the lids or cover and disconnect all cords before carrying.
- While closing the lids be sure there is nothing between the screen and keyboard.
- Power cables should be removed when transporting devices. Try to store the power cable and other school supplies in a separate compartment from the device.
- Never lift chromebooks by the screen.
- Never carry chromebooks with the screen open or with cords connected.
- Do not hit, drop or throw the laptop bag or backpack (with chromebook inside) against the wall or floor as it could damage the device. Carefully set your bag down when devices are inside.

SCREEN CARE

The MCD screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.

- Do not put pressure on the top of a chromebook when it is closed
- Do not store a Chromebook with the screen open.
- Make sure there is nothing on the keyboard before closing the lid (e.g. pens, pencils, etc.)
- Only clean the screen with a soft, dry microfiber cloth or anti-static cloth.
- Do not poke or scratch at the screen.

GENERAL CHROMEBOOK CLEANING

- If the student needs to clean the chromebook it can be completed by using a Clorox type wipe (wrung out thoroughly) and wipe down keys and case.
- **Do not use** cleaners on the screen.

ASSET TAGS

- All MCD's will be labeled with a District asset tag.
- Asset tags may not be modified or tampered with in any way.
- Students may be charged up to the full replacement cost of a MCD for tampering with a District asset tag or turning in a MCD without a District asset tag.
- If the student notices the asset tag is loose on the device, report this to the student's main office.

DAMAGE

- Students are expected to report any loss or damage to their device immediately to a teacher or the main office.
- If a device was stolen, the student (parent/guardian) should file a police report asap. Then drop off a copy of the police report to your students' schools front office.
- Damage caused by another student (non-owner) must be immediately reported to a teacher or the main office.
- Students (parents/guardians) are responsible for damage, loss or theft of a district issued computing device.

The repair fees are set at the beginning of the school year based upon the actual repair costs provided to the district by an authorized repair facility.

NON RETURN OR PAYMENT FOR MCD

Students who do not return any device and/or pay for damages/replacement to the district will be excluded from graduation ceremonies and activities. The District reserves the right to press criminal charges and/or bring an action for civil damages against any parent/guardian and/or student who does not return any device and/or pay for damages/replacement to the District, please see attachment for current repair cost.

SCHOOL DRESS CODE/STUDENT APPEARANCE

Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes disruption in the school environment.

Clothing and accessories, including but not limited to, purses, backpacks, jewelry and electronic device covers or decals, may not display racial or ethnic slurs, historical symbols of oppression, gang affiliation, vulgar, lewd, obscene or sexually suggestive language or images, violent behavior, weapons, or other inappropriate

images/messages. This includes innuendos, pictures or symbols relating to topics inappropriate for school setting.

Hats, coats, hoods, bandannas, or headgear of any kind may not be worn in the building during the school day.

Sunglasses may only be worn in cases where a student has a doctor's prescription on file in the main office and approval from an administrator.

Hair styles, dress, and accessories that pose a safety hazard are not permitted in the laboratories, or during physical education.

Specialized learning areas such as laboratories, shops, physical education, etc., have rules in compliance with state regulations for safety and hygiene. Students must comply with these rules and policies.

Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.

All shirts **must** have sleeves. Shirts that are sleeveless or have straps, regardless of width, are not permitted.

All midriffs must be covered, half shirts and mid drift shirts are not acceptable attire.

Shorts or skirts must be mid-thigh length.

Appropriate footwear must be worn at all times.

If there is any uncertainty about dress and appearance, the building administration will make the final decision.

Students whose dress or appearance causes disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline.

DUE PROCESS

(or Referral Form)

Due Process will include the appropriate hearings and reviews and, in all cases, the rights of individuals will be ensured and protected.

A student has full rights and citizenship as defined by the Constitution of the United States and assumes the responsibility to take positive actions relative to this Constitution; the laws of the State of Michigan; and the policies, rules and regulations of the Holly Board of Education.

- The student shall be informed of the specific charges, which could be the basis for disciplinary action to be taken against him/her and be given a chance to admit or deny the charge.
- If the student denies the charge the student will be informed of the nature of the evidence and will have the right to present to the school administrator any relevant information, which will support his/her case.

EXPULSION

Expulsion shall occur only by action of the HAS Board of Education. As a result, a student is excluded from school for an extended period of time (beyond 10 school days). Expulsion may result from possession, use, or sale of alcohol, controlled substances, look-alike drugs, or any other actions, conditions, or circumstances described in the "Alcoholic Beverages, Drugs" paragraph found in the Student Code of Conduct, as well as other serious code of conduct violations.

INTERNET ACCEPTABLE USE

All use of the school district's electronic network must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided.

The failure of any user to

follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

UNACCEPTABLE USE

The user is responsible for his/her actions and activities involving the network. Some examples of unacceptable uses are:

1. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
2. Unauthorized downloading of software;
3. Downloading copyrighted material for other than personal use;
4. Using the network for private financial or commercial gain;
5. Wastefully using resources, such as file space;
6. Hacking or gaining unauthorized access to files, resources, or entities;
7. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
8. Using another user's account or password;
9. Posting material authored or created by another without his/her consent;
10. Posting anonymous messages;
11. Using the network for commercial or private advertising;
12. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
13. Using the network while access privileges are suspended or revoked.

NETWORK ETIQUETTE

The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not become abusive in messages to others.
2. Use appropriate language. Do not use vulgarities or any other inappropriate language.
3. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
4. Recognize that electronic mail (email) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the network in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the network to be private property.

NO WARRANTIES

The school district makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school district is not responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The school district specifically denies any responsibility for the accuracy or quality of information obtained through its services.

INDEMNIFICATION

The user agrees to indemnify the school district for any losses, costs, or damages, including reasonable attorney fees, incurred by the school district relating to, or arising out of, any violation of these procedures.

SECURITY

Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building administration. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Any user identified as a security risk may be denied access to the network.

VANDALISM

Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

COPYRIGHT WEB PUBLISHING RULES

Copyright law prohibits the republishing of text or graphics found on the Web without express written permission.

1. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a proper citation crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
2. Students engaged in producing Web pages must provide appropriate teacher(s) with email or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.
4. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
5. Student work may only be published if there is written permission from both the parent/guardian and student. Holly High School: Student/Parent Handbook 2021-22 Page.

USE OF ELECTRONIC EMAIL

The email system is owned and controlled by the school district. Email is provided to aid students in fulfilling their duties and responsibilities, and as an education tool.

1. The school district reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
2. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
3. Electronic messages transmitted via the school district's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the school district. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the school and district. User will be held responsible for the content of any and all email messages transmitted to external recipients.
4. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
5. Use of district's email system constitutes consent to these regulations.

SCHOOL RECORDS

Parent(s) and students 18 years of age or older shall have complete access to all school records pertaining to the student. Personal school records will not be furnished to any other person (except school officials with a legitimate educational purpose) unless there is written consent from the student's parents, or from a student who has reached the age of majority. The release request must state the reason and to whom the records are to be sent. Without the written release form, the school is limited to releasing only directory information as defined by the board of education policy.

Parents who question the content of their student's permanent record may meet with the principal. If still dissatisfied, they may challenge the record's content in writing an appeal to the superintendent.

DISCIPLINE POLICY

STUDENT CODE OF CONDUCT

The Board directs the Superintendent to develop and regularly update a student code of conduct. The student code of conduct must: (1) identify offenses that may result in discipline; (2) identify the possible disciplinary consequences for each offense, which may, but need not, include suspension or expulsion; (3) be consistent with Board policy and applicable state and federal laws, including laws requiring mandatory suspension or expulsion; and (4) include a copy of the section of this Board Policy entitled "Suspension from Class, Subject, or Activity by Teacher."

DEFINITIONS

For purposes of this Board Policy:

- "Suspend" or "Suspension" means a disciplinary removal from school for less than 60 school days.
- "Expel" or "Expulsion" means a disciplinary removal from school for 60 or more school days.
- "Restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct.

RESTORATIVE PRACTICES

Before suspending or expelling any student (except a student who possesses a firearm in a weapon-free school zone), teachers, administrators, and the Board must first determine whether restorative practices would better address the student's misconduct, recognizing the Board's policy to minimize out-of-school suspensions and expulsions. Likewise, when suspending or expelling a student, teachers, administrators, and the Board must consider whether restorative practices should be used in addition to the suspension or expulsion. Restorative practices, which may include a victim-offender conference, should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying.

When restorative practices are offered by the school administration, active participation may result in a reduction of total days of suspension. Pending the disciplinary offense and a review of the 7 Factors as noted in the Student Discipline board policy, administration may provide the student an opportunity to participate in restorative justice programming (course, video, instruction, etc.) during after-school hours. Attendance and completion of restorative practice programming may result in a reduction in the number of days suspended. Parents are strongly encouraged to support and participate with their student in the completion of after-school restorative justice programming as a way to educate the student on positive choices and prevention of the same behavior in the future.

SUSPENSION AND EXPULSION - SPECIFIC EXAMPLES

To ensure a safe learning environment for all students, under certain circumstances a student may be denied the privilege of attending Holly High School. Participation in any of the following behaviors/ activities may result in a student's removal from school and school related activities:

AIDING AND ABETTING

Knowingly and positively assisting another to violate a law, rule or school policy, either before, during or after the violation. Examples: serving as a lookout, hiding stolen property, giving false or misleading information to hamper an investigation, etc.

ALCOHOLIC BEVERAGES, DRUGS, ETC.

Possession, use, sale, transfer, distribution, or participation in the sale, use, transfer, or distribution of alcoholic beverages, controlled substances or drug-related paraphernalia. Having a perceptible odor of alcoholic beverages or of a controlled substance on or about the student or exhibiting evidence of consumption of alcohol or a controlled substance, or showing signs of being under the influence of alcohol or controlled substances. This includes the unauthorized or unlawful possession, use, sale, transfer, or distribution of physician prescribed controlled substances, anabolic steroids, look-alike drugs and drug-related paraphernalia. Malt beverages labeled as "non-alcoholic" (including but not limited to Sharp's, O'Doul's, Kingsbury Malt Beverage, and Zing Malt Beverage) may contain alcohol. The possession or consumption of malt beverages (regardless of their alcoholic content) on school grounds or while a student is associated with any school activity is inappropriate conduct and will subject the student to disciplinary measures under the student code of conduct. This policy applies while on school property or in any school building, or while being transported to or from school facilities or school-sponsored events.

Any student in violation of the Student Discipline Policy for a first-time alcohol or drug related offense (excluding sale, transfer, or distribution) may have the option of attending an approved Alcohol/Drug Prevention Program rather than attending a disciplinary hearing at the Board of Education.

NOTE: This option does not apply to students who sell or attempt to distribute illegal substances and/or mind altering drugs. These students will be taken before the Board of Education for Expulsion.

ARSON

The willful and malicious burning of or attempt to burn any building, part of any building, structure or property.

ASSAULT

Unlawful verbal or physical attack by one person upon another.

BULLYING

The repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse or through attacks on the property of another. It may include, but not be limited to, actions such as verbal taunts, name-calling and put-downs, including ethnically based or gender-based verbal put-downs, extortion of money or possessions, and exclusion from peer groups within school function.

Each student shall refrain from bullying and aggressive behavior at school (see District policies for definitions).

Any student who believes s/he has been or is the victim of bullying 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.

The discipline for violating these prohibited acts ranges from administrative intervention to expulsion. The actual penalty imposed will depend upon the nature and severity of the offense, the age of the student, the student's prior behavioral records, the recommendation of school personnel, and all other circumstances deemed relevant. Board Bully Policy can be accessed at www.hask12.org

CLASS RULES

Disobedience of school, class, bus or activity rules.

EXTORTION

The act of extortion to borrow or attempt to borrow any money or things of value from a student unless both parties enter into the agreement freely and without the presence of either an implied or expressed threat.

FIGHTING

The act of quarreling involving bodily contact in or on school property, including bus stops, and any activity under school sponsorship (e.g. dance or athletic events).

FORGERY

The act of fraudulently using, in writing, the name of another person, or falsifying times, dates, grades, addresses or other data on school forms.

GANG ACTIVITY

The wearing or carrying overt gang paraphernalia or making gestures that symbolize gang membership.

GROSS MISBEHAVIOR or PERSISTENT DISOBEDIENCE

The act of deliberate or willful conduct detrimental to normal functions of the program or activity under school sponsorship, or the act of threats to staff members or to the students.

INDECENCY

The act of offending against commonly recognized standards of propriety of good taste, including the use of vulgar language or gestures.

INCITEMENT

The act of stimulating or encouraging a fight or disagreement between other individuals.

INSUBORDINATION

The failure to respond to or carry out a reasonable request by a staff member or the act of verbal or physical opposition to a member of the school staff.

LASER PENS/FIDGET SPINNERS

The use of laser pens and/or fidget spinners is prohibited while in class or at school events/activities. These items will be confiscated and parents will be required to pick them up from the office.

OFFENSIVE LANGUAGE

The act of using offensive language by students in verbal or written form or in pictures or caricatures in or on any school property. Also see Village Ordinance 4-02-02-280.

POSSESSING OR USING WEAPONS

The act of possessing, using, or threatening to use any weapons, explosives or an instrument capable of inflicting bodily injury.

STEALING

The act of acquiring the property of another by theft, coercion or fraud.

TOBACCO/NICOTINE

The act of violating the smoking regulation for students, including the use and/or the possession of tobacco in any form, including E-cigarette and/or "vaporizers". Students committing Tobacco violations are subject to progressive discipline.

TRUANCY

The act of unexcused absence from school for any period of time. Chronic tardiness, as specifically defined by building level, can be considered truancy.

VANDALISM

The act of willful destruction of school property or the property of others.

OTHER

Other behavior which is either illegal or disruptive to the school environment such as, but not limited to, false fire alarms, bomb threats, bullying, gambling, hazing, trespassing in unauthorized areas, or interference with school authorities.

SPECIAL NOTE:

Incidents involving firearms, weapons or drug distribution on any property, or at any event, controlled by the board of education shall follow due process requirements and be judged on their own merits. Having met those requirements, if the evidence supports the charges, the punishment shall include permanent expulsion from the Holly Area School District as mandated by the Michigan School Code.

SCHOOL DISRUPTION RESOLUTION

Whenever the instructional programs and other activities of the Holly Area School District may be disrupted by bomb threats, weapon threats, lists of targeted victims and other similar activities;

The Holly Area Board of Education will:

1. Prosecute to the fullest possible extent permitted by law, the person(s) responsible for such threats;
2. Seek restitution for the cost of damage or other loss caused by threats; and
3. Make up all instructional time lost because of such threats, as required by law.

PROCEDURE FOR SUSPENSIONS

1. The student shall be informed of the specific charges that could be the basis for disciplinary action to be taken against him/her and be given a chance to admit or deny the charges.
2. If the student denies the charge, the student will be informed of the nature of the evidence and will have the right to present to the school administrator any relevant information that will support his/her case.
3. If the student is suspended by the school administrator, the administrator:
 - a. Notifies the parents, promptly by phone and/or in writing, of the duration of the suspension, the reasons for it, and the steps necessary to effectuate the student's return; and
 - b. Discusses with the parent(s) or guardian(s) and the student to plan satisfactory return of the student to the school setting.
 - c. When a student is suspended, he/she will not be permitted to use district transportation. Parent or guardian must make arrangements to pick up the suspended student before the end of the school day.
 - d. For the duration of a suspension, the student will not be permitted on school grounds or at any school events.

TYPES OF SUSPENSIONS

Suspension 1: A student is suspended from a class or classes but will remain in the building under the direction of the principal. A teacher may recommend to the principal the suspension of a student from class.

Suspension 2: A student is suspended from the building for the remainder of the school day.

Suspension 3: A temporary suspension for a specified number of days not to exceed ten.

Suspension 4: A student is suspended from attendance at, or participation in, a school district sponsored activity.

Suspension 5: A student is suspended from the building pending a conference with the parents or guardian(s).

Expulsion: A student is excluded from school for an extended period of time (beyond 10 days).

The school administrator who investigates an alleged infraction will make the initial determination of the appropriate penalty if the student is guilty of the infraction within the following guidelines:

1. Suspension 1 is regarded as appropriate for a first instance minor insubordination and disobedience of class rules, or offenses of a similar nature.
2. Suspension 2 is appropriate for a minor indecency or offensive language, scuffling as well as repetition of Suspension- 1 type offenses or more severe violations of Suspension-1 type offense.
3. Suspension 3 and 5 are generally the initial penalty for smoking, stealing, forgery, vandalism, gross misbehavior and repetition of less severe misbehavior.
4. Separation or expulsion may be the appropriate penalty for possession or sale of alcohol or controlled substances or any other behavior, or circumstance as listed in example #1 of this policy. Separation or expulsion may also be the appropriate penalty for arson, possession of weapons, use of weapons, or assault resulting in personal injury and similarly grave forms of misbehavior and persistent minor misbehavior, which has not been corrected in spite of lesser suspensions.
5. Suspension 4 and other suspension may be given for violations of activity or athletic rules.

HOLLY AREA SCHOOL DISTRICT

BOARD OF EDUCATION

920 E. Baird Street, Holly, Michigan 48442 (248) 328-3100

President Leigh Jackson
Vice President Robin Carne
Treasurer Peter Deahl
Secretary Jennifer Young
Trustee Linda Blair
Trustee Dr. Deborah Virant-Young
Trustee Teri Weisdorfer

ADMINISTRATIVE OFFICE

(248) 328-3100

Scott Roper Superintendent
Jennifer Herbstreit Assistant Superintendent of Instruction
Steve Lenar Assistant Superintendent of Administrative Services

SCHOOLS

Davisburg Elementary 12003 Davisburg Rd.	Denise Kott, Principal (248) 328-3500
Holly Elementary 810 E. Maple St.	Monica Turner, Principal (248) 328-3600
Patterson Elementary 3231 Grange Hall Rd.	Jacob Haynes, Principal (248) 328-3700
Rose Pioneer Elementary 7110 Milford Rd.	Michael Beattie, Principal (248) 328-3800
Holly High School 6161 E. Holly Rd.	Peter LoFiego, Principal (248) 328-3200
Holly Middle School 14470 N. Holly Rd.	Eric Curl, Principal (248) 328-3400
Broncho Virtual School 920 E. Baird Street	Stephanie Elder, Director (248) 328-3333
Special Services 920 E. Baird St.	Jennifer Lauria, Director (248) 328-3100
Transportation 800 Elm St.	Frank Richmond, Supervisor (248) 328-3090
Central Kitchen 920 Baird Street	Joanne Schebil, Supervisor (248) 328-3033