



Broncho Virtual School Handbook and Student Code of Conduct 2025-2026

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

Krystle Voegel, Director of K-12 Virtual Programs
Cheryl Price, District Counseling Specialist

Teaching Staff and Mentors

Deborah Custack, Mathematics
Leah Martin, Special Education
Rebecca Nash, English and Language Arts
Becky Sharkey, Social Studies

Additional Teaching Staff

Anna Hunt, Family and Consumer Sciences
Hans Kivari, Science
Hannah Learmont, Elementary
Daniel Pinktek, Art
Alison Reed, Spanish
TBD, Physical and Health Education

BELIEFS

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.

HAS STUDENT-PARENT SCHOOL COMPACT

Students, Parents, and Staff all share responsibility for student learning. The Student-Parent-School Compact helps to set clear expectations and foster a collaborative environment that supports student success. The Compact is a reminder of how everyone contributes to a student's success.

| HAS STANDARDS AND EXPECTATIONS | | |
|--|---|---|
| <p><u>STUDENT</u></p> <ul style="list-style-type: none"> Attend school regularly and on time Come to class on time, ready to learn, and dressed appropriately I will get nutritious food and get adequate sleep. Get involved in extracurricular activities | <p><u>PARENT/GUARDIAN</u></p> <ul style="list-style-type: none"> Make my child's education my #1 priority Ensure my child attends school on time every day; is appropriately dressed; and has had adequate sleep, physical activity, and nutrition. Attend Parent-Teacher Conferences and other parent-involvement events | <p><u>SCHOOL STAFF</u></p> <ul style="list-style-type: none"> Provide a safe and welcoming environment Provide communication to students and parents Provide parents with resources and learning opportunities Encourage student & parent involvement in school activities |
| LEARNING | | |
| <p><u>STUDENT</u></p> <ul style="list-style-type: none"> I have the right to learn in a safe, healthy environment and my actions cannot infringe on that right. I will be an active learner and take responsibility for learning. Ask for help when needed | <p><u>PARENT/GUARDIAN</u></p> <ul style="list-style-type: none"> Will monitor homework and academic progress Provide time/space at home for schoolwork Help my child learn life skills, planning, goal setting, and good decision-making Read School Communications | <p><u>SCHOOL STAFF</u></p> <ul style="list-style-type: none"> Set high standards for student performance Make recommendations to further student's educational goals Provide a quality curriculum and research-based instructional practices |
| CODE OF CONDUCT | | |
| <p><u>STUDENT</u></p> <ul style="list-style-type: none"> Show respect for myself, my school, the staff, and other students Follow and abide by all school expectations and procedures | <p><u>PARENT/GUARDIAN</u></p> <ul style="list-style-type: none"> Familiarize oneself with the student handbook Support school administration by reinforcing school policies at home Ensure their child understands and adheres to school expectations, & behavior agreements/contracts. | <p><u>SCHOOL STAFF</u></p> <ul style="list-style-type: none"> Maintain a positive and safe learning environment. Uphold the Student Code of Conduct Update parents on their child's progress |

SAFE AND DRUG-FREE SCHOOLS

STUDENT

- Follow school policies, including Anti-Vaping Rules and cell phone policies.
- Avoid making threatening statements or engaging in threatening behavior that can have Legal and School Consequences.
- Take care of my school
- Respect the rights and safety of others
- Inform an adult about any unsafe behavior
- Keep myself safe and drug-free

PARENT/GUARDIAN

- I will talk with my student about the dangers of Vaping and THC products and monitor for any signs of use.
- Discuss with your child the seriousness (Legal & School Implications) of a student making threatening statements or engaging in threatening behavior.
- Set an example for my child
- Educate my child about the dangers of social media and excessive cell phone use

SCHOOL STAFF

- Maintain positive, safe learning environment
- Provide students & parents with resources
- Enforce Code of Conduct Violations and communicate with Law Enforcement
- Providing families with supportive measures through education and resources
- Set example for our students
- Implement anti-vaping, anti-bullying, cell phone policies

RESPECT AND CIVILITY

STUDENT

- Show Respect for Teachers, Staff/Admin, and Classmates
- Be a role model for peers by making healthy and positive choices

PARENT/GUARDIAN

- Model respect by interacting with Staff and Admin in an appropriate & civil manner.
- Understand that aggressive, disrespectful, and/or profane communication will not be tolerated and will be subject to being prohibited from district property.
- Follow the Chain of Command for questions or to address a concern

SCHOOL STAFF

- Interact with Parents/Guardians in a respectful and civil manner
- Respect students' values, beliefs, and cultural background(s)
- Support students' educational, academic, personal, and social needs

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 ask 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: Executive Director of Educational
Services
Michelle Szczechowicz
248-328-3147

Special Education

STEP 1: Classroom Teacher/Sp. Ed. Teacher

STEP 2: Building Assistant Principal

STEP 3: Building Principal

STEP 4: Director of Student Services
Jennifer Lauria
248-328-3170

Building and Grounds

STEP 1: School Office

STEP 2: Building Principal (see list provided)

STEP 3: Director of Operations
Jeremy Mason
248-328-3163

STEP 4: Director of Human Resources
Patricia Murphy-Alderman
248-328-3147

Discipline

STEP 1: Classroom Teacher

STEP 2: Building Assistant Principal

STEP 3: Building Principal

STEP 4: Executive Director of Educational
Services
Michelle Szczechowicz
248-328-3147

Athletic Questions or Concerns

STEP 1: Coach

STEP 2: Athletic Director
Casey Lombard
248-328-3243

STEP 3: Building Principal (see next page)

Early Childhood

STEP 1: Classroom Teacher

STEP 2: Early Childhood Principal
Preschool, GSRP, Head Start, Latchkey
Candice Davies
248.328.3022

STEP 3: Executive Director of Educational
Services
Michelle Szczechowicz
248-328-3147

Transportation

STEP 1: Transportation Assistant Supervisor
Victoria Mingo-Williams
248-328-3093

STEP 2: Transportation Supervisor
Frank Richmond
248-328-3095

STEP 3: Director of Operations
Jeremy Mason
248-328-3163

STEP 4: Director of Human Resources
Patricia Murphy-Alderman
248-328-3147

Food and Nutrition Services

STEP 1: School Main Office

STEP 2: Building Principal (see list provided)

STEP 3: Food Service Director
Thomas Baranoucky
248-328-3033

STEP 4: Director of Operations
Jeremy Mason
248-328-3163

Building Principals

Davisburg Elementary

Denise Kott
248-328-3501

Holly Elementary

Aimee Schwartz
248-328-3601

Patterson Elementary

Jacob Haynes
248-328-3701

Rose Pioneer Elementary

Carrie Keech
248-328-3801

Broncho Virtual School

Krystle Voegel
248-328-3168

Holly Middle School

Monica Turner, Principal
248-328-3401

Haley Street, Assistant Principal
248-328-3401

Holly High School

Melissa Wachowski, Principal
248-328-3201

Haley Barnes, Assistant Principal (A-K)
248-328-3201

Codie Lakin, Assistant Principal (L-Z)
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, 248-328-3147

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")

Director of Special Services
Mrs. Jennifer Lauria
(248) 328-3100
6161 E Holly Road, Holly, MI 48442

Director of Human Resources
Mrs. Patricia Murphy-Alderman
(248) 328-3100
6161 E Holly Road, 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
Email: 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
6161 E Holly Road
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
6161 E Holly Road
Holly, Michigan 48442
(248) 328-3147

[Complaint Form](#)

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OVERVIEW

We are excited to offer a virtual learning option for Holly Area School (HAS) students in grades 2-12. 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 complete the same number of courses per term 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.

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 HHS diploma pathway 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. Parents/guardians receive weekly email updates of their student's progress and grade.
2. Parents/guardians will receive weekly robocalls of any absences for lab and/or mentor sessions.

3. After a student has missed 4 weeks of 2-way communication, 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, if the student fails to attend the weekly 2-way communication meetings, a request for a wellness check may be made to a HAS Police Liaison Officer.
4. After a student has demonstrated a lack of activity in online courses, 2-way communications meetings, and/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 attend in-person lab on count days.
3. 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 for lab sessions. Lab sessions are one day a week, for 1.5 hours.
3. Students are required to attend in person to take 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 person for attendance for required testing in order to continue in the virtual program and to stay on track for graduation. No option to take these tests remotely will be given. 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.

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 of their senior year, but they are not required to do so.

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

TRANSPORTATION

Students/families are responsible for transportation to and from the BVS Learning Center. 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.

ACCOMMODATING PERSONS WITH DISABILITIES

Persons with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Persons with disabilities having questions about accessibility or needing accommodations should contact the superintendent or BVS Director. Notification of the need for accommodation should occur as far in advance as possible of the school-sponsored function, program, or meeting.

VIDEO MONITORING SYSTEMS

A video monitoring system may be used on school buses and a video monitoring system may be used in public areas of the school building. These systems have been put in place to protect students, staff, visitors, and school property. If a discipline problem is captured on videotape, that recording may be used as the basis for imposing student discipline. If criminal conduct is recorded, a copy of the tape may be provided to law enforcement personnel.

VISITORS

Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials or by appointment.

Any visitor intending to meet with a teacher, counselor or administrator, etc. must have an appointment prior to arriving at the school. "Walk-ins" will be required to schedule a future appointment and return at that scheduled time for their meeting. Appointments can be established through the BVS Director.

All visitors, including parents and siblings, are required to enter through the front door of the building and wait to be escorted to the appropriate location. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, using their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as guests and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main doors and sign out before leaving the school.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct him/herself in an appropriate manner will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

All school volunteers must complete the "Volunteer Information Form" (available in the school office) and be approved by the human resources department before assisting at the school. For school-wide volunteer opportunities, please contact the BVS Director and fill out the district volunteer form provided below:

[District Volunteer Background Check Form](#)

ACADEMIC INFORMATION

ACADEMIC GUIDANCE

BVS virtual learning students on a traditional graduation path will work with their school level counselor. BVS EXCEL students on an alternative graduation path will work with our District Counseling Specialist. The counselors will help the students determine their schedule of courses for the year, give them vocational guidance and information about career paths and colleges, and counsel them about any academic and/or social concerns.

District Level

| | |
|--|--------------|
| Jennifer Fetting , Director of Career Programming and Business Partnerships | 248.328.3218 |
| Cheryl Price , District Counseling Specialist and EXCEL Students | 248.328.3230 |

Middle School Counselors

| | |
|--|--------------|
| Mark Mattingly , Last names: A-L | 248.328.3407 |
| Kristin Godoshian (Last names: M-Z) | 248.328.3429 |

High School Counselors

| | |
|--------------------------------------|--------------|
| Jenny Carl , Last names: A-G | 248.328.3231 |
| Jody Godman , Last names: H-O | 248.328.3232 |
| Kim Redmer , Last names: P-Z | 248.328.3221 |

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 Accelerate Education, Buzz 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 0.75 (¾) 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 or 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 or 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 or No Credit) |
| Credit Recovery | Successful completion of previously failed course with an overall earned percentage of 60% or greater | 60% or greater | CR (Credit or 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 or No Credit) |
| OSTC Courses | Successful completion of Oakland Schools Technical Campuses (OSTC) courses | 60% or greater | CR or NC (Credit or 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.

ENGLISH LANGUAGE ARTS (ELA) – 4 Credits

- Proficiency in State Content Standards for ELA (4 credits)

MATHEMATICS – 4 Credits

- Proficiency in State Content Standards for Mathematics (3 credits;) and
- Proficiency in district-approved 4th Mathematics credit options (1 credit) (Student MUST have a math experience in their final year of high school.)

ONLINE LEARNING EXPERIENCE

- Course, Learning, or Integrated Learning Experience.

PHYSICAL EDUCATION & HEALTH – 1 Credit

- Proficiency in State Content Standards for Physical Education and Health (1 credit;) or
- Proficiency with State Content Standards for Health (1/2 credit) and district-approved extracurricular activities involving physical activities (1/2 credit.)

SCIENCE – 3 Credits

- Proficiency in State Content Standards for Science (3 credits); or
- Proficiency in some State Content Standards for Science (2 credits) and completion of a department-approved formal Career and Technical Education (CTE) program (1 credit.)

SOCIAL STUDIES – 3 Credits

- Proficiency in State Content Standards for Social Studies (3 credits.)

VISUAL, PERFORMING, AND APPLIED ARTS – 1 Credit

- Proficiency in State Content Standards for Visual, Performing, and Applied Arts (1 credit).

WORLD LANGUAGE – 2 Credits (Effective with students entering 3rd grade in 2006)

- Formal coursework or an equivalent learning experience in Grades K-12 (2 credits); or
- Formal coursework or an equivalent learning experience in Grades K-12 (1 credit) and completion of a department-approved formal Career and Technical Education program or an additional visual, performing, and applied arts credit (1 credit.)

ACADEMIC RECOGNITION / AWARDS

Holly High School recognizes its students for their devotion to learning and the acquisition of knowledge as demonstrated by their outstanding scholarly achievements. The professional staff, in its decision to award an academic letter to those students who qualify, is trying to reinforce the belief that knowledge is strength and that the effort put forth in gaining that knowledge is admirable and worthy of recognition. These are highly prestigious awards.

GRADING AND GPA CALCULATIONS

ACADEMIC REPORTING

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

- Any assignments not completed or excused will be marked as zeros by BVS 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) |

HOLLY HIGH SCHOOL UNWEIGHTED VS. WEIGHTED GRADE POINT AVERAGE SYSTEM

Students will earn both a weighted and unweighted grade point average (GPA) that will be reflected on their transcript.

Unweighted Scale Four (4) point*

| | | | | | |
|----|-----|---|-----|----|-----|
| - | - | A | 4.0 | A- | 3.7 |
| B+ | 3.4 | B | 3.0 | B- | 2.7 |
| C+ | 2.4 | C | 2.0 | C- | 1.7 |
| D+ | 1.4 | D | 1.0 | D- | 0.7 |
| - | - | E | 0 | - | - |

Weighted Scale Five (5) point*^

| | | | | | |
|----|-----|---|-----|----|-----|
| - | - | A | 5.0 | A- | 4.7 |
| B+ | 4.4 | B | 4.0 | B- | 3.7 |
| C+ | 3.4 | C | 3.0 | C- | 2.7 |
| D+ | 2.4 | D | 2.0 | D- | 1.7 |
| - | - | E | 0 | - | - |

*Passing marks are A through D

^The weighted grading scale will **only** be used in Advanced Placement (AP) courses.

INCOMPLETES

Grades posted as "Incomplete" or "I" will revert to an "E" grade after a period of one semester if the incomplete coursework has not been completed. The earned grade or the "E" will be placed onto the transcript at that time.

REPEATED COURSEWORK

Coursework may be repeated if a student received an unsatisfactory or failing grade. The new grade **will not replace** the original grade. Both grades will be factored into the GPA and both will be reflected on the transcript. Credit recovery courses completed receive credit or no credit, and do not factor into the GPA.

CRITERIA FOR ACADEMIC AWARDS

- Eligibility requires enrollment at Holly High School for a period of at least three consecutive trimesters.
- Award eligibility begins with the fourth trimester of attendance and continues through graduation.
- Eligibility requires successful completion of five classes in the given term.

SENIOR SCHOLARS (Weighted GPA)

- To be eligible for Senior Scholar recognition, a student must complete his/her high school career with a minimum 3.5 (weighted) GPA.
- Senior Scholars are ranked using a formula which incorporates both GPA and SAT score.
- Senior Scholar ranking: $(\text{GPA} \times 1200) + (\text{SAT Score}) = \text{Senior Points}$ (6400 points possible)
- Students who score at least 5700 points are named Senior Scholars. They receive medallions, mention in a district press release, and recognition in the graduation ceremony and program.
- A student may submit valid SAT retake scores through April 1st of his/her Final year.
- Valedictorian and Salutatorian are recognized as the number one (1) and two (2) ranked point scorers.

Note: Holly High School will not maintain an overall class rank.

LATIN SYSTEM OF RECOGNITION (Unweighted GPA)

Summa Cum Laude - (3.9 or above GPA) Students will receive a gold cord for the graduation ceremony, individual recognition during the ceremony, and will be noted in the graduation program.

Magna Cum Laude - (3.7 - 3.89 GPA) Students receive a silver cord for the graduation ceremony, individual recognition during the ceremony, and be noted in the graduation program.

Cum Laude - (3.5 to 3.69 GPA) Students will receive a red cord for the graduation ceremony, individual recognition during the ceremony, and be noted in the graduation program.

Honor Roll - (3.25 and above) Students will receive a red and white cord for the graduation ceremony and be noted in the program.

ACADEMIC LETTER

Students who obtain an annual grade point average (GPA) of 3.5 or above for one academic year (September-June) shall be awarded an Academic Letter. The Academic Letter is similar to the Varsity Letter awarded to athletes. Subsequent 3.5 achievements are honored with Lamp of Learning pins. When worn on the Academic Letter, each pin (bronze, silver, or gold) represents the number of years a student has achieved a GPA of 3.5 or better.

ACADEMIC MISCONDUCT

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. The student will be given an opportunity to resubmit the assignment for partial credit.
2. Second Offense- The student will be given no credit for the assignment, given a written warning and parent/guardian will be notified.
3. Third Offense- The 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 virtual program.

AI-GENERATED SUBMISSIONS

Students must submit their own original work for all assignments and tests. Copying and pasting work from an AI generator and/or changing a few words and submitting them as your own is considered a violation of the academic integrity agreement outlined above.

The following process will be followed when student work is flagged for AI-content:

1. First Offense- Teacher will email the student to notify them their work was flagged for having AI content. The student will be enrolled in a brief online training about the appropriate use of AI in a school setting and/or plagiarism. If the student feels the assignment or assessment was flagged in error, the student should request a time to meet with the teacher to discuss the assignment. If no meeting is requested, the student will be given an opportunity to resubmit the assignment for partial credit.
2. Second Offense- The student will be given no credit for the assignment, given a written warning and parent/guardian will be notified. If the student feels the assignment or assessment was flagged in error the student should request a time to meet with the teacher to discuss the assignment.
3. Third Offense- The student will be dropped from the course and the Director of K-12 Virtual Programs and the parent/guardian will be notified. If the student feels the assignment or assessment was flagged in error, the student should request a time to meet with the teacher to discuss the assignment.
4. All final exams submitted by students will be carefully reviewed for authenticity and originality. If there is a suspicion that the exam has been generated by AI, further investigation will be conducted.
5. Repeated submission of AI-generated work may result in withdrawal from the virtual program.

RAPID SUBMISSION OF WORK

In our virtual learning courses, we value the dedication and commitment of our students to their academic progress. As part of our commitment to maintaining academic integrity and ensuring a supportive learning environment for all students, the following policy regarding rapid submission of work is in place:

1. **Rapid Submission Flagging:** The K-12 Virtual Programs Director reserves the right to flag students who consistently submit work at a rapid pace. This flagging is intended to ensure that students are engaging with the course material appropriately and are not compromising the quality of their work due to speed.
2. **Meeting Requirement:** Students who are flagged for rapid submission may be required to set up a meeting with the teacher of the class and the K-12 Virtual Programs Director to discuss their work habits, understanding of the material, and any support they may need to succeed in the course.
3. **Purpose of Meeting:** The meeting is a proactive measure to support students in their learning journey, address any concerns about the quality of work submitted, and provide additional guidance and resources if needed.

Resolution: Following the meeting, the teacher and K-12 Virtual Programs Director will work collaboratively with the student to develop a plan that best supports their academic success while maintaining the integrity of the course. We believe that this policy will help foster a culture of academic excellence and ensure that all students have the opportunity to thrive in their virtual learning environment. Students who continually submit work in this fashion may be deemed ineligible for virtual learning. Plagiarism or the unauthorized use of purchased, borrowed, or stolen reports or papers is prohibited. This includes, but is not limited to, material taken from internet sources and material (classwork, test answers, etc.) given or received from other students, or the unauthorized use of artificial intelligence (AI) tools to create or complete assignments, tests, or any other academic work. Single violations will result in loss of credit for that assignment, quiz, or test. Repeated violations (those occurring on more than one occasion) will be reviewed by the administration and may result in disciplinary actions including, but not limited to, detention, suspension, and/or loss of credit for the course(s) involved.

ACADEMIC PROGRESS

Progress reports are emailed weekly through Accelerate Education. School wide mailings are completed at the end of the school year with a full year report card. Letter grades are used to designate a student's academic standing. Conduct grades are also included on all academic progress reports. Attendance profiles are included with all academic progress reports.

*Requesting a hard copy means the desired report will be printed and available for pick-up in the BVS Learning Center.

COURSE CREDITS

Students may earn $\frac{3}{4}$ credit per class per term. Term classes last approximately eighteen (18) weeks. Credits are granted at the end of each term; each term is independent of the other. Students who fail the required course work but demonstrate proficiency on the end of term exam or series of assessments may earn credit for the course, although the failing grade will be calculated into their GPA.

CREDIT FOR ALTERNATIVE COURSES AND PROGRAMS

DISTANCE LEARNING COURSES, INCLUDING VIRTUAL OR ONLINE COURSES

A student enrolled in a **non Broncho Virtual School** online course, may receive high school credit for work completed, provided:

1. The course is offered by an institution approved by the superintendent or designee;
2. The student assumes responsibility for all fees (including tuition and textbooks) if required by the District; and
3. The building principal approves the course in advance.

Students may be limited as to the number of distance or online learning courses that apply toward high school credit. Grades earned in approved distance or online learning courses (excluding courses taken for credit recovery) count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities.

EXCHANGE PROGRAMS

An exchange student will be granted a diploma if he or she completes the criteria for graduation established by the State of Michigan and the school board. The board may grant a certificate of attendance to exchange students.

District students will receive high school credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved by the building principal. International study course work not meeting district requirements may be placed in the student's permanent record and recorded as an international study experience.

SUMMER SCHOOL AND INDEPENDENT STUDY

A student will receive high school credit for successfully completing: (1) any course given by an institution accredited by the North Central Association of Colleges and Secondary Schools, and (2) independent study in a curriculum area not offered by the district, provided the student obtains the consent of a supervising teacher as well as the building principal.

FOREIGN LANGUAGE

A student who has demonstrated proficiency in a foreign language outside of a public or private high school curriculum shall be granted credit. Proficiency may be demonstrated by a competency test or other criteria established by the board. The amount of credit will be based on foreign language proficiency achieved.

DUAL ENROLLMENT

High school credit may be granted to students who successfully complete a course of instruction offered by an eligible postsecondary institution. The following requirements apply to such courses of instruction:

1. Application and admission to a postsecondary institution are the responsibility of the student.
2. To receive high school credit for the successful completion of postsecondary institution coursework, the student must obtain prior approval from the high school principal or designee.

Approval will be considered based upon the following factors:

1. Credit earned under this policy section shall be based on a "pass" grade.
2. Upon validation from the issuing post-secondary institution, the student's credit and grade will be recorded on the student's high school transcript. The grade earned by the student shall not be included for any purpose in the computation of the student's grade point average.
3. It is the student's responsibility to have the post-secondary institution report the student's grade and credit to the high school principal in a timely fashion.
4. Tuition for the course(s) will be paid by the school district for eligible students only in accordance with the requirements of the Postsecondary Enrollment Options Act.*

*Failure to actively participate and/or finish the course may require the reimbursement of the tuition to the school district.

GENERAL REQUIREMENTS

All students shall be enrolled as full-time students and must schedule five (5) classes each term. Each student shall participate in a senior high school program for at least four school years, or produce evidence that he/she has completed equivalent coursework and participation requirements in an accredited high school program.

Grade level placement is determined using credits earned as of August 18th in the current school year. See the chart below for credit designation requirements.

| REQUIREMENTS | | | |
|------------------|-------------|------------------------|-------------|
| Freshman | 0 | | |
| Sophomore | 7.0 | Senior | 21.0 |
| Possible Credits | 7.5 | Possible Credits | 22.5 |
| Pass Percentage | 93% | Pass Percentage | 93% |
| Junior | 14.0 | Graduation | - |
| Possible Credits | 15.0 | Possible Credits | 30.0 |
| Pass Percentage | 93% | Graduation Requirement | 28.0 |
| | | Pass Percentage | 93% |

VIRTUAL LEARNING HIGH SCHOOL GRADUATION REQUIREMENTS

To graduate from high school with a high school diploma, each student must:

- 1) Complete all district graduation requirements.

| High School Graduation Requirements | 2019+ |
|--|------------|
| Total Credits Required to Graduate | 28 |
| LANGUAGE ARTS: (Required Course and Credits) | 4.5 |
| Language Arts 9 | 1.5 |
| Language Arts 10: American Literature | 1.0 |
| Language Arts 11: Literature and Language | 1.0 |
| English Elective 12: Track 1 or Track 2 | 1.0 |
| MATHEMATICS: (Required Course and Credits) | 5.0 |
| Algebra I | 1.5 |
| Geometry | 1.5 |
| Algebra II | 1.5 |
| Mathematics or math related class during senior year | 0.5 |
| SCIENCE (Required Course and Credits) | 3.0 |
| Biology | 1.0 |
| Physical Science: Principles of Chemistry | 0.5 |
| Physical Science: Principles of Physics | 0.5 |
| Earth Science or 3rd Year Science | 1.0 |
| SOCIAL STUDIES (Required Course and Credits) | 3.0 |
| World History & Geography | 0.5 |
| U.S. History | 1.0 |
| Economics | 0.5 |
| Government | 0.5 |
| History and Global Issues | 0.5 |
| OTHER: (Required Course and Credits) | 4.0 |
| Visual, Performing & Applied Arts (VPAA) | 1.0 |
| Physical Education^ | 0.5 |
| Health | 0.5 |
| World Language^^ | 2.0 |
| Class of 2028 and beyond - Personal Finance Requirement ^^^ | 0.5 |
| Total Required Credits | 19.5 |
| Class of 2028 and beyond | 20 |

- 2) 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.
- 3) 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 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 high school counselor or another designee qualified to act in a counseling role and selected by the high school principal. 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 principal 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.

*Students may substitute 2.0 terms of marching band to meet the Physical Education requirement.

Additional Graduation Requirement: All eleventh grade students shall participate in the Michigan Merit Examination unless excluded under the guidelines established by the State Department of Education.

EXCEL ALTERNATIVE GRADUATION REQUIREMENTS

This is for EXCEL 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 | 0.5 credit |
| | Economics | 0.5 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 (<u>VPAA</u>) | | 1.0 - 2.0 credits |
| TOTAL CREDITS TO GRADUATE = | | 18 credits |

HOMEBOUND AND HOSPITAL INSTRUCTION

A student who is absent from school for an extended period of time, or has ongoing intermittent absences because of a medical condition, may be eligible for instruction in the student's home or hospital. For information on homebound or hospital instruction, contact your student's counselor.

HOMEWORK

Homework is used to reinforce concepts learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's ability, grade level and teacher.

MAKE-UP CREDITS

A student who fails courses may need to "make up" credits to remain on track for graduation. It is the responsibility of the student to communicate with his/her counselor to assure that make-up courses are applicable to graduation requirements prior to enrolling or completing them. Students may make up credits in the following ways:

1. Summer School
 - a. Broncho Virtual School may offer credit recovery based on staff availability and student interest. Information is shared in late May about this program.
 - b. After-school credit recovery programs may be available through BVS. Consult your counselor about offerings.
 - c. Note: Broncho Virtual School does not accept transfer credits from correspondence programs without prior administrative approval. Seniors must be enrolled with BVS for at least (1) one term and meet all graduation requirements.

MAKE-UP WORK

Note: For Seniors, the final cutoff date for all make-up coursework is their last day of school (Generally two to three weeks prior to the end of the school year for all other students). Teachers are not permitted to accept late/make-up work past that day. Eligibility for the commencement ceremony is determined based upon a student's academic standing as of their last day of regularly scheduled courses. No Senior will be provided an extension past this date.

TESTING-OUT POLICY

Holly Area Schools recognizes that some pupils have acquired knowledge or skills at levels that would allow them to demonstrate a reasonable degree of mastery without taking specific courses. These students will be provided with an opportunity to demonstrate mastery through a comprehensive evaluation that may include exams, written papers, projects, performances, portfolios, laboratories, presentations, or a combination of these. It is the intent of Holly Area Schools to extend to all pupils the opportunity to demonstrate mastery in the range of courses offered in the district.

The following guidelines apply:

1. The policy will apply equally to all students.
2. A letter detailing guidelines and procedures for testing out will be available to all parents of students in grades eight through eleven in early March of each school year.
3. A grade equivalent of C+ or better, 78% for the purpose of this test, on the comprehensive examination will be required to demonstrate mastery. Examinations will test content from the entire course.
4. Credits earned by passing a course in this manner will not be counted toward the credits needed to graduate. However, these credits will satisfy distribution and sequence requirements.
5. Credits earned in this manner will not impact G.P.A.
6. In addition, to qualify for the testing-out process, students must
 - a. Be enrolled in the school district during the regular academic year.
 - b. Not enrolled in the class prior to the request to test out
 - c. Not previously attempted to test out of the same class.
7. Deadlines for submitting testing-out requests for the following school year will be May 1st. The test date will be determined by BVS administration.
8. Prior to testing out, the student and parents will be required to meet with their HHS or BVS counselor to plan for the student's educational future.
9. Guidance Counselors will inform students and parents of test results prior to the next school year.

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 Semester | 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 Example (Actual Schedule will be Posted at the Start of the School Year)

| | 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 9:30 am - 12:00 pm 3 - 8 pm | Virtual session w/mentor Online coursework Online coursework | 8 |
| 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 their 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.

ATTENDANCE EXPECTATIONS

Michigan law requires that whoever has custody or control of any child between ages 6 and 18 (unless the child has already completed high school graduation requirements) shall ensure that the child attends public school during the entire school year. Michigan law requires that the student's attendance be continuous and consecutive for the school year fixed by the school district. Michigan law includes the following exceptions to the mandatory school attendance requirement:

1. The parent/legal guardian of a child who is at least age 16 has provided to school officials a written notice that the child has the permission of the parent/legal guardian to stop attending school.
2. The child is attending a state-approved nonpublic school, which teaches subjects comparable to those taught in the public schools to children of corresponding age and grade.
3. The child is less than 9 years of age and does not reside within 2-1/2 miles by the nearest traveled road of a public school. If transportation is furnished for pupils in the school district of the child's residence, this subdivision does not apply.
4. The child is age 12 or 13 and attends confirmation classes conducted for a period of 5 months or less.
5. The child is regularly enrolled in a public school while attending religious instruction classes for not more than two class hours per week, off public school property during public school hours, upon written request of the parent/legal guardian.
6. The child is being educated at the child's home by his or her parent/legal guardian in an organized educational program in the subject areas of reading, spelling, mathematics, science, history, civics, literature, writing, and English grammar.

Daily attendance at school is the first and most important step in preparing all Bronchos for success and the jobs of tomorrow. It is essential to school success, but too often students, parents and schools do not realize how quickly absences — excused and unexcused — can add up to academic trouble. Chronic absence — missing 10 percent of the school year, or just 2-3 days every month—can translate into third-graders unable to master reading, sixth-graders failing courses and ninth-graders dropping out of high school. Missing time in the classroom, for whatever reason, can never truly be recaptured.

The good news is this is a problem we can fix when schools and communities work with students and families, starting in the early grades to identify barriers to getting to school, help students overcome these barriers and cultivate a culture of attendance that encourages showing up every day even when it isn't easy.

Holly Area Schools is required by the State of Michigan to enforce the regular attendance of students. The district recognizes that the presence in the classroom enables the student to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instill incentives for the student to excel.

As a reminder, the district recognizes the following factors to be reasonable excuses for time missed at school:

- Illness with an approved Dr. Note. **Dr. Notes/Medical Documentation should be turned into your school's building office within 5 school days.**
- Recovery from an accident
- Required court attendance
- Professional Appointments
- Death in the immediate family
- Observation or celebration of a bona fide religious holiday
- Such other good cause as may be approved by the Superintendent

When it comes to attendance: every day counts, and every Broncho matters.

PHILOSOPHY

Recognizing a high correlation between attendance and academic achievement, and in keeping with the mandatory attendance laws of Michigan, it is our expectation that all Broncho Virtual School students attend school unless extenuating circumstances prevent them from doing so. It is only through consistent school attendance that students are able to take full advantage of the educational opportunities afforded them. The interaction of students with one another in the classroom and their participation in planned learning activities under the supervision of school personnel are irreplaceable components of the learning process. In addition, lifelong patterns of responsibility and self-discipline are developed by the attention given to consistent attendance and participation in school.

RATIONALE

In 2006, the State of Michigan enacted the *Michigan Merit Curriculum (MMC)*. While the MMC has many components, the main point of emphasis is to ensure academic proficiency and mastery of content standards for all students receiving a high school diploma.

With regard to attendance and grade calculations, the Michigan Department of Education (MDE) has made the following statement:

*“Once a student registers for and attends a class, he or she agrees to the district’s requirements for earning a grade in the class, **including attendance**, homework, etc. However, the district must grant credit if a student passes an exam or series of exams used for testing out, which the district has determined measures a student’s proficiency in meeting the Michigan Merit course/credit content expectations.” (MDE – Updated 11.07)*

ATTENDANCE RESPONSIBILITIES

STUDENT RESPONSIBILITIES

1. Work in your online courses daily.
2. Attend weekly sessions with your mentor.
3. Monitor attendance record accuracy through progress reports and report cards. Initiate corrections within **two weeks** of the mailing of progress reports or report cards.

PARENT RESPONSIBILITIES

1. Monitor student's attendance record for accuracy through online access, progress reports and report cards. **All corrections must be made within two (2) weeks of the end of the term.**

EXCUSED ABSENCES

An excused absence is any absence from class due to school-related events, such as plays, assemblies, and field trips, and is not included in the students total absence count. Students attending funerals, religious functions (written documentation from individual church), or court appointments must have written documentation for absences to be classified as excused.

RECORDS/NOTIFICATION

The attendance office record is the official record. Student attendance will be included with every progress report or report card mailing. Corrections/changes to attendance records are the responsibility of the student and/or parents and must be made within two (2) weeks of the end of the term in question.

TRUANCY

A parent or other person in parental relation who fails to comply with the Michigan Compulsory School Law is guilty of a misdemeanor, punishable by a fine of not less than \$5.00 nor more than \$50.00, or imprisonment for not fewer than 2 nor more than 90 days, or both.

EXTRACURRICULAR ACTIVITIES

CONCUSSION AWARENESS

In accordance with Public Acts 342 and 343 of 2012, Broncho Virtual School requires all parents to review educational materials and procedural protocols for dealing with concussions. The required documentation is available at the district web site.

ACADEMIC ELIGIBILITY

The board is committed to providing equal opportunity to compete in interscholastic athletics for both boys and girls and directs its superintendent and those responsible for athletic programs to recommend programs that meet this goal.

INTERSCHOLASTIC ACTIVITIES

The board, with the support from its administrative staff, recognizes that competing in athletics is a privilege, not a right. Athletes are expected to assume their responsibilities in adhering to athletic policies established by the athletic council, approved by the board and published in the Athletic Code of Conduct Handbook. Athletes represent themselves, their school, their community, parents and team. Conduct at all times, both on and off the athletic field, will be of the highest standard. Coaches shall inform athletes of the conduct expected of them. Athletes will receive a copy of the Athletic Code of Conduct at least once during their high school career and will be given a copy of the coach's rules prior to participation each season.

A student-athlete, as defined by the Holly Area Schools, is any of the following:

- A. Member of an athletic team
- B. Team manager
- C. Cheerleader
- D. Student Trainer

All coaches will receive a Coach's Handbook informing them of all board policies regarding athletics.

Students participating in athletics at the high school level are subjected to two (2) eligibility checks during their season. The first is in accordance to the MHSAA regulations, both the previous term and current term criteria. The board of education will mandate the second eligibility check.

The board of education mandates that students participating in athletics must be passing at least 4 (four) classes while maintaining a 2.0 GPA. Students who meet the MHSAA and the board of education's standard will be eligible to participate in athletics. Students who meet the MHSAA standard but who do not meet the board of education's standard will be placed on academic probation. Participation will then be determined by weekly progress reports turned into the athletic director every Thursday or Friday. Participation/non-participation will be determined by the weekly progress report. If the standards are NOT met, the student-athlete will be subject to one week of ineligibility (Monday through Sunday). Student-athletes who fail to turn in his/her progress report will be considered ineligible. Student-athletes who are on academic probation and fail to pass four classes and/or earn the 2.0 GPA requirement three times during the season will be dropped from the team. (If the athlete has shown weekly improvement on their progress reports (example 1.6 1.8 1.9), the athletic director may choose to extend the period of probation.) Students are expected to practice while on academic probation.

The athletic director will complete eligibility checks for all athletes in season at the end of the mid-term and term. Incompletes, pending grades due to lack of attendance, or any other conditions from the previous trimester may be made up during a subsequent term, night school, summer school or tutoring. Eligibility may be reinstated during the next term when the school accepts credit.

SPECTATOR SPORTSMANSHIP

The principals and athletic directors of the twelve schools who make up the Flint Metro League have agreed to make a strong and united effort in support of good sportsmanship. We have agreed to the following points:

- We believe cheers at games should be of a positive, encouraging nature in support of one's team.
- We believe that fan behavior that baits and derides other teams, individual players, coaches or schools is inappropriate.
- We believe that officials in games have difficult decisions to make and should be treated with respect, whether one agrees with a decision or not.
- We believe that cheers which make use of vulgarities are inappropriate.
- We believe that students should be encouraged to use humor, creativity and good taste in support of their own teams.

With some measure of success, we have sent the message to our students that **respect is the key to good sportsmanship, opponents should be respected, and they are not the enemy, but teenagers who happen to attend other schools.**

| Program Offerings | Varsity | | Junior Varsity | | Freshmen | |
|-------------------|---------|-------|----------------|-------|----------|-------|
| FALL | Boys | Girls | Boys | Girls | Boys | Girls |
| Sideline Cheer | X | X | X | X | - | - |
| Cross Country | X | X | X | X | - | - |
| Football | X | X | X | X | X | X |
| Golf | - | X | - | X | - | - |
| Soccer | X | - | X | - | - | - |
| Swimming | - | X | - | - | - | - |
| Tennis | X | - | X | - | - | - |
| Volleyball | - | X | - | X | - | X |
| WINTER | - | - | - | - | - | - |
| Basketball | X | X | X | X | X | X |
| Competitive Cheer | - | X | - | - | - | - |
| Dance | X | X | - | - | - | - |
| Hockey | X | - | - | - | - | - |
| Swimming | X | - | - | - | - | - |
| Skiing | X | X | - | - | - | - |
| Wrestling | X | X | X | X | - | - |
| SPRING | - | - | - | - | - | - |
| Baseball | X | - | X | - | X | - |
| Golf | X | - | X | - | - | - |
| Soccer | - | X | - | X | - | - |
| Softball | - | X | - | X | - | - |
| Tennis | - | X | - | X | - | - |
| Track | X | X | X | X | - | - |
| Lacrosse | X | X | - | - | - | - |

CLUBS AND ACTIVITY OFFERINGS

A student's high school experience is tremendously enhanced by choosing to be active in the variety of clubs and organizations that operate within our community. The following are available at Holly High School:

Choir**

Class Government

Common Ground: GSA

Concert Band **

Equestrian Club

French Club

French National Honors Society

Garden Club

Girl's Flag Football

Holly Bowling Club

Interact Club

Jazz Band**

Marching Band**

Newspaper **

Novel Club

National Honor Society

National Technical Honors Society

Online School Newspaper

Outdoor Club

Pep Band**

Rho Kappa Honors Society

Robotics

Spanish Club

Spanish National Honors Society

Student Leadership

Theatrical Presentations

Thespians Society**

Weightlifting Club**

Yearbook**

**** indicates a Co-Curricular Activities**

STUDENT FUNDRAISING

Fundraising activities by school organizations must be approved in advance by administration. Organization sponsors assume the responsibility for supervising the project, accounting for funds, making reports, and any other details involved in the project.

NATIONAL HONOR SOCIETY

The National Honor Society, organized in 1921, is a national organization of close to 20,000 chapters recognizing outstanding character, leadership, scholarship and service in high school students.

Students whose grade point average is 3.5 or higher at completion of first trimester 11th or 12th grade are given an opportunity to apply for membership. Applications are evaluated on the basis of membership in extracurricular and community activities, demonstrated leadership, character, and service.

The organization participates in community and school service activities.

National Honor Society members who participate in a minimum of 30 hours of community service receive special recognition for this contribution. It should be noted that continued membership in the society is based on maintaining the standards which have been established by the National Honor Society.

STUDENT COUNCIL

The Student Council works as student representation to the administration and coordinates special activities such as Homecoming, dances, fundraisers, and school improvement projects.

Each class elects four students to represent them on Student Council and class officers who become part of the Student Council. Also, eight students elected as class representatives have the option of participating on Student Council as well. The Student Council Executive Board, consisting of a president, vice-president, secretary, corresponding secretary, committee secretary, treasurer, school board representative, and historian, is elected by the Student Council body.

Student Council is an extracurricular activity. Required general meetings are held after school twice a month (first and third Tuesday) to plan upcoming activities. Members are expected to actively participate in committee work.

STUDENT EVENTS

ART SHOW

Broncho Virtual Schools art students will have an opportunity to have their work displayed throughout the year leading up to the K-12 annual art show which is held at Holly High School during the spring. Student work is matted and saved all year for this show as well as for other displays, contests, and shows that occur during the year.

DANCES

Holly High School sponsors a Homecoming, Snowcoming, and Junior/Senior Prom dance each year. These dances (with the exception of Prom) 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 (with the exception of Prom) end at 10:00 p.m. unless otherwise approved by school administration.

DANCE ELIGIBILITY

A student must be enrolled in either in-person classes at Holly High School or Broncho Virtual Programming to purchase dance tickets or apply for a guest pass.

ELIGIBILITY

- A discipline referral that occurs at school, on district transportation, at extracurricular activities or events **that leads to a suspension** will impact students' ability to attend the next school dance on the calendar. Example: A student suspension in November will impact their eligibility for Snowcoming in February. A student suspension in June will impact their eligibility for Homecoming in the following Fall.
- Please see the following impact of student suspension on dance eligibility.
 - A student will be **Ineligible** for the next dance if they are suspended for any of the following infractions:
 - Fighting/Assault/Physical Aggression
 - Drugs, Alcohol, Tobacco, Vaping
 - Harassment, Bullying, or other Threatening Behavior
 - Any other higher-level infraction as determined by the building administration
 - A student will be on **Probation** for the next dance if they are suspended for a lower-level infraction as determined or defined by building administration:
 - If a student is suspended for any disciplinary reason while on probation, they will be **Ineligible** for the next dance
 - If a student is not suspended while on probation, they will be **eligible** to attend the dance.
- Attendance or attempt to attend a dance by an **ineligible student** will result in a suspension from school and the loss of eligibility for all dances and field trips for one (1) calendar year.
- A student who has failed to serve an assigned detention cannot purchase a ticket until or unless the detention has been served.
- A student who is suspended due to 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.

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 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 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.
- Students who are enrolled in an online or homeschool program not through HAS must submit an Online/Homeschool guest pass. Online/Homeschool guest passes may be picked up in the office.
 - Online/Homeschool students may be subject to a meeting with HHS administration.

HOMECOMING AND SPIRIT WEEK

Usually held in late September or early October, HHS Spirit Week is filled with a series of daily competitions between the four classes and culminates with a pep assembly on Friday.

Homecoming 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 (including BVS) juniors, seniors, and approved guests. Any HHS 9th/10th grader who is a guest of a HHS 11th/12th grader must fill out a Guest Pass prior to purchasing a ticket. Location and date are announced by the Junior Class Officers early in the school year. Tickets are sold at school prior to the event and are limited to the available number of seats at the chosen venue. All school dance policies apply. Dance eligibility applies to any HHS student attending prom.

SNOWCOMING AND SPIRIT WEEK

Usually held in February, Snowcoming is our "Winter Homecoming." HHS Spirit Week includes a series of daily class competitions, including building mini-floats, and the Friday afternoon pep assembly. Snowcoming is sponsored and directed by Student Council, and culminates in the Friday night basketball game with the halftime introduction of the Snowcoming Court, Royalty, and the semi-formal dance held Saturday night.

TALENT SHOW

The annual NHS talent show, "Holly's Got Talent," is typically held in the HHS 2nd Trimester. All currently enrolled Holly High School (including BVS) students are eligible to compete, either solo or in groups. All acts must be school-appropriate and approved by the NHS adviser. Talent is not limited to singing or dancing; for example, comedy acts, impromptu haikus, and more are welcomed!

THEATRICAL PRODUCTIONS

The HHS Theater Department's Running Horse Stage Company produces musicals and plays at various times during the school year.

The philosophy of the Running Horse Stage Company is to produce works that support student experiences in all aspects of theatrical production as well as developing an abiding appreciation for the performing arts. Every production is open to auditions for all high school students. When appropriate (depending upon the production), middle and elementary students, as well as members of the community may also join the cast. The director's staff includes both school and community members.

Performances are made available to the public on specific evenings and weekends and a school-day performance of two productions per year are typically conducted for HHS students and staff.

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

GENERAL INFORMATION

ANIMALS ON SCHOOL PROPERTY

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a disability. This rule prohibiting animals on school property may be temporarily waived by the building principal in the case of a unique educational opportunity for students, provided that: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

LEARNING LAB CONCERNS

From time to time, students or parents may become concerned over a learning lab situation. Frequently, concerns are the result of a misunderstanding or incomplete communications. We believe the following steps will provide a positive resolution to any concerns you may have:

1. Discuss the concern directly with the teacher. In most cases, this will be the only step necessary. Each teacher can be reached by phone and/or email. Due to learning lab schedules, please email first, if at all possible.
2. If a teacher is unavailable, please leave a message for the teacher to return your call. Another option is to email your concerns to the instructor. On the website, you will find a list of email addresses for Broncho Virtual School personnel.
3. If the issue concerns a personal matter, counselors are available for consultation.
4. If the concern has not been resolved through either of the prior steps, contact the BVS Director.

COMMUNICABLE DISEASES

The school will observe recommendations of the Michigan Department of Community/Public Health regarding communicable diseases:

1. The student's parent/guardian is required to notify the school office if he/she suspects their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from the BVS Learning Center or sent home from the BVS Learning Center following notification of the parent/guardian.
3. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to the BVS Learning Center only when the parent/guardian provides the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

DRIVER EDUCATION

Holly Area Schools has contracted with Courtesy Driving School, Inc. to provide driver education for Holly High School students. Students may obtain brochures in the high school office or call 1-800-256-9559 for additional information.

EMERGENCY MEDICAL AUTHORIZATION

The student's parent/guardian should complete the school district's emergency medical treatment authorization form to indicate his/her preference of hospital, doctor, and dentist for emergency treatment. Of course, in an emergency situation the child should be transported to the nearest medical facility able to render appropriate care, regardless of parental preference. Typically, this decision is made by an EMT (emergency medical technician) or other first responder.

FEES, CHARGES, AND FINES; WAIVER OF STUDENT FEES

The school may establish fees and charges to cover the costs for certain extracurricular and non-credit activities. Materials for clubs, independent study, or special projects, as well as transportation costs and admission/participation fees for District-sponsored trips and activities, may be included. Fees will not be charged for any mandatory school activity or required curriculum activity. Extra-curricular activities for which fees are charged may not be used in determining credit or grades in any course. A fee shall not exceed the combined cost of the service(s) provided and/or materials used. When school property, equipment, or supplies are damaged, lost, or taken by a student, whether in a regular course or extra-curricular offering, a fine may be assessed. The fine will be reasonable, seeking only to compensate the school for the expense or loss incurred. The late return of borrowed books or materials from the school library will be subject to appropriate fines. Failure to pay the fines may result in loss of privileges. A student whose parent/guardian is unable to

afford these fees may request a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment. Applications for fee waivers may be submitted by a parent/guardian of a student who has been assessed a fee. The BVS Director will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

FIELD TRIP GUIDELINES

Field trips are academic activities that are held off school grounds. Field trips are designed to extend curricular learning in a variety of areas for our students. HAS believes that providing students with opportunities for such experiential learning is an integral piece of our instruction. These high quality learning experiences often require chaperones. Chaperones play an important role in supporting the learning experience by aiding in the dissemination of information, managing students, providing a safe and secure experience and supporting the policies and practices of the district.

HAS believes all students who meet eligibility requirements (see table of contents for requirements section,) should have the opportunity to attend field trips that occur during the school day. All field trip permission slips must be filled out prior to the day of the field trip. Students will not be allowed to call home the day of the field trip to get a permission slip signed. Siblings or other children are not permitted to attend field trips. In order to protect our students' privacy, please refrain from taking photographs of other people's children and sharing them on social media. The posting of photographs will be approved by school officials prior to publication. In addition, students must ride to and from field trips with the class, on the bus, unless prior arrangements have been made with the BVS Director. If you believe that the required fees will present a hardship for your family, please contact your child's teacher.

Chaperones may be limited due to the capacity of the trip location or bus guidelines. When the number of chaperones exceeds the number of available spots, the following steps will be taken to select chaperones for an event.

- A random drawing (lottery) will be conducted to select participants.
- Participation will be limited to one adult family member per child.
- If a grade level has multiple field trips in one school year with limited availability for chaperones, then the subsequent field trips will also hold a lottery for chaperone selection and preference will be given to those families who did not have the opportunity to attend a previous field trip.

All chaperones must complete a criminal background check and a Chaperone Agreement Form 4 weeks prior to a field trip and be cleared by the district.

[Volunteer Background Check Form](#)

[Field Trip Chaperone Agreement Form](#)

GUIDANCE & COUNSELING

The school provides a guidance and counseling program for students. The school's counselors are available to those students who require additional assistance.

The guidance program is available to assist students in identifying career options consistent with their abilities, interests, and personal values. Students are encouraged to seek the help of counselors to develop class schedules that meet the student's career objectives. High school juniors and seniors have the opportunity to receive college and career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

HEAD LICE

If a staff member suspects a student has head lice, he/she will discreetly report this to the school nurse or administration. If a student is found to have head lice, verbal and written instructions for treatment options are given to the family of the student by the district nurse or main office. The student is allowed to remain in the classroom that day if comfortable.

If they have been treated, are lice free and nit free within ¼ of an inch from the scalp, the student may return to school the following day. The student will need to be taken to the office the morning they return, to have their head checked by the office. If any live lice or nits near the scalp are found, the student will be sent back home.

ILLNESS

Families are encouraged to screen their child daily for symptoms of possible illness. Please help us by keeping children at home if there is an elevated temperature, vomiting and/or diarrhea or a physician's diagnosed communicable disease. There are times when a student will need to be excluded from school until they are feeling better. A student with a fever above 100.4 degrees needs to be fever free, without any fever-reducing medication, for 24 hours prior to returning to school. If the student has more than two loose or watery stools, they will need to have no loose stools for 24 hours prior to returning to school. The exception to this rule is if a physician has determined that the student is not infectious, and a note is provided to the front office. Abdominal pain that is intermittent and associated with other symptoms or is persistent without improvement. Exclusion will occur for vomiting once, with other symptoms present or twice with no other symptoms present. Student should have no vomiting for 24 hours before returning to school. This list is not a comprehensive list of what may cause a student to be excluded from school, please contact the main office or the district nurse if you have any questions.

Should children become ill at school or should staff suspect illness, we will request the student be picked up from school. We are not able to accommodate sick children for extended periods of time. All students must have a minimum of two phone contacts on their emergency contact list. Please help us by having an established plan in place to pick your child up from school within one hour of receiving a call. If a medical manor is urgent but does not necessarily require emergency medical services (EMS), the school will first contact the parent or guardian. If no one is available to take the student to the appropriate medical service, EMS be called to take the student to be seen by a medical professional. The school follows current public health practices, rules and regulations governing the control and prevention of communicable disease that are set up by the State and County Health Departments. For further information or guidelines visit the website for Oakland County: www.oakgov.com/health or call 248-858-1280 for more information. ** Please call the office to arrange for homebound services if your child will be absent for more than five consecutive school days due to a serious illness, accident, injury, surgery, etc. Homebound services require a physician's request.

IMMUNIZATIONS

All students must be properly immunized at the time of registration or no later than the first day of school pursuant to Michigan Health Department regulations. A required vaccine may be waived or delayed in the following circumstances:

1. A valid medical contraindication exists to receive the vaccine. The child's physician must provide written certification of the contraindication and this must be approved through the county health department.
2. The student's parent/guardian holds religious or philosophical beliefs against receiving a vaccination. The parent/guardian must obtain a waiver from the county health department and provide that information to the school.
3. The child has received at least one (1) dose of each immunizing agent and the next dose(s) is/are not due yet.

LOST AND FOUND

All "found" articles should be taken to the main office, where "lost" items may be claimed. Items will be retained for the current semester only. All unclaimed articles, including those left in lockers at the close of the school year, will be donated to charitable organizations.

MEDICATION

While the health of the child is the responsibility of the parent, the school recognizes that there are some circumstances when regular attendance and safety of the child in school depends on him/her being able to receive medication or medical interventions during the regular school day.

The policy for Holly Area Schools requires a Medication Administration Form or Medical Care Plan to be completed for each medication or medical intervention to be completed or dispensed at school or a school sponsored event. The form must have the specific written request and signature of both the physician and parent in order to be valid. Absolutely no medication is to be dispensed/brought to school without the Medication Administration Form or Health Care Plan completed. This includes over the counter medications such as cough drops, aspirin, etc. These forms are available in the office and on the district home page. Forms must be renewed on a yearly basis. For questions regarding these forms, please contact the district nurse or the main office. For over the counter medications please contact the main office or district nurse to determine what medication form is needed and if a physician signature is required.

A student may possess an epinephrine auto-injector (EpiPen®) and/or an asthma inhaler, prescribed for immediate use at the student's discretion. The decision to allow the student to self carry medication is at the discretion of the prescribing physician. Student possession and self-administration at school requires specific written authorization from the student's

prescribing physician. A self carry contract will need to be completed by parent/guardian and the student. This privilege can be revoked if the student does not adhere to the policies in the self carry contract.

No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure. All medication will be secured and administered by the appropriate staff. It is the responsibility of the student to arrive at the required time for medication.

There have been a number of changes to policies and procedures within the Holly Area Schools regarding medication use. These changes reflect policy put forth by both State and Federal governments. Please click the link below to access information and forms related to medical plans.

<https://www.hask12.org/community/medical-information/>

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 child's counselor.

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 Accelerate Education 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 they 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 your student.

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

PHOTO/ID

All students will have a photo ID taken during orientation.

PLEDGE OF ALLEGIANCE

Pursuant to Michigan laws HB 4934 and SB 637 of 2012, Holly High School offers an opportunity to recite the Pledge of Allegiance to the Flag of the United States each school day. Additionally, the school will ensure that no student is compelled against his or her will to say the Pledge and that no student is subject to any penalty or bullying for choosing not to say the Pledge. Holly High School also ensures that a United States flag be displayed in each classroom or other instructional site in which students recite the Pledge.

POLICE LIAISON OFFICER

The Holly Area Schools employs a police liaison officer to provide support and security for our students and staff. Our police liaison officer provides security supervision for the student parking area and assists the Holly High School administration with disciplinary supervision. The goal for our police liaison officer is to assist in providing a safe and secure environment where students can learn.

RELEASE TIME FOR RELIGIOUS INSTRUCTION/OBSERVANCE

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the BVS Director at least five calendar days before the student's anticipated absence(s). Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

REQUESTS FROM MILITARY OR INSTITUTIONS OF HIGHER LEARNING

Upon request, military recruiters and institutions of higher learning will be given access to students' names, addresses and published telephone numbers. Parents/guardians who do not want their child's name to be released (or students over the age of 18 who do not want their name released) should contact the BVS Director.

RESIDENCY REQUIREMENTS

All students enrolled in Holly Area Schools must meet state and local residence requirements. As a general rule, persons who reside within the district's boundaries and are not high school graduates may enroll as high school students. Non-resident enrollments may be granted under certain criteria and circumstances as determined by the board of education and Michigan law. Questions regarding school enrollment may be presented at the district office.

SAFETY DRILL PROCEDURES AND CONDUCT

Safety drills will occur at times established by school administration. Students are required to be silent and shall comply with the directives of school officials during emergency drills. Each school shall conduct at least six (6) fire drills, two (2) tornado drills, and three (3) lockdown drills each school year. At least four (4) of the fire drills shall occur in the fall. There may be other drills at the direction of the administration. Drills may not be preceded by a warning to the students.

SCHOOL CLOSING

In the event of severely inclement weather or mechanical breakdown, school may be canceled or the starting time delayed. The same conditions may also necessitate early dismissal. School closings or delayed starts will be announced between 6:00 a.m. and 9:00 a.m. by the superintendent's phone call to all students, parents and guardians through Skylert and over local TV and radio stations. If no report is heard, school is in session.

SKYLERT / SCHOOLMESSENGER

This is the district wide automated phone system. Please notify the office of any updates to your contact information to ensure timely delivery of telephone messages.

STUDENT PARKING

At Holly High School, students may park their vehicles in the designated student parking area located between the football field and tennis courts between the hours of 7:00 a.m. and 4:00 p.m. Vehicles must be parked between the painted lines and must be driven under the speed limit of 10 miles per hour while in the lot. Vehicles should be driven safely and must yield to pedestrians. Vehicles parked outside painted lines or designated parking spots may be ticketed or towed at the discretion of the school, at the vehicle owner's expense. Students caught driving recklessly in the parking lot may be subject to disciplinary action.

At Holly High School, the front parking lots are designated for school staff, personnel, administration, and visitors. These lots **MAY NOT** be used by students at any time. Student vehicles parked in these lots may be ticketed or towed at the discretion of administration.

The school is not responsible for student vehicles, any possessions left in them, or anything attached to the vehicles. **STUDENTS PARK THEIR VEHICLES ON OR NEAR SCHOOL PROPERTY AT THEIR OWN RISK.** Students should be aware their vehicles are not protected in any way while in the parking lot, and items of value should not be left in or near the vehicle while unattended.

Students have no reasonable expectation of privacy in vehicles parked on school grounds. School lots are regularly searched by contraband dogs, administration, and police officers. Students should be aware that items and spaces on school grounds are subject to view by others. Based on the reasonable suspicion standard, vehicles parked on school grounds may be subject to search. Prohibited items discovered during the course of a search may result in discipline, including, but not limited to, expulsion from school, as well as referral to law enforcement.

Vehicles **MAY NOT** be parked or located in the bus lanes or fire lanes at **ANY TIME**. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Video cameras are active in parking lots and may be used for the purposes of investigation into student misconduct. Discipline for misconduct includes all disciplinary measures in the student discipline code and/or withdrawal of parking privileges.

The following parking regulations are strictly enforced at Holly High School:

1. All cars parked on school grounds must be registered with the main office and display a valid parking sticker on the lower left corner of the front windshield. Fees may be assessed for parking in HHS Lots without a parking pass.
2. Students may not go to their cars during the school day unless an administrator grants permission.
3. Students may not sit or loiter in the parking lot at any time during the school day.
4. Students leaving for OSTC or Co-op must have a special pass issued from the attendance office and may not take other students from campus with them.
5. Student drivers must obey all traffic regulations and drive in a safe and courteous manner.

Consequences for violations of the parking/lot regulations are subject to school discipline, loss of parking privileges, and citation by local law enforcement.

STUDENT PRIVACY PROTECTIONS

SURVEYS BY THIRD PARTIES

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon his/her request and within a reasonable time of his/her request. This applies to every survey: (1) that is created by a person or entity other than a school official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the BVS Director.

SURVEYS REQUESTING PERSONAL INFORMATION

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; and/or
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow his/her child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

INSTRUCTIONAL MATERIAL

A student's parent/guardian may inspect, upon his/her request, any instructional material used as part of his/her child's educational curriculum within a reasonable time of the request.

STUDENT RECORDS

School student records are confidential and information from them will not be released other than as provided by law. A federal law known as the Family Educational Rights and Privacy Act (FERPA) gives parents and eligible students (age 18 and older) the following rights with respect to their student records:

RIGHT TO INSPECT: You have the right to inspect and review substantially all of your education records maintained by or at the school district. This right extends to the parent of a student under 18 years of age and to any student age 18 or older.

RIGHT TO REQUEST AMENDMENT: You have the right to seek to have corrected any parts of an education record which you believe to be inaccurate, misleading or otherwise in violation of your rights. This right includes the right to a hearing to present evidence that the record should be changed if a designated school official decides not to alter the education records according to your request. If no change is made to the education record after the hearing, you have a right to place a written rebuttal in the record.

RIGHT TO PREVENT DISCLOSURES: You have the right to prevent disclosure of education records to third parties with certain limited exceptions. It is the intent of the Board of Education to limit the disclosure of information contained in your education records to those instances when prior written consent has been given to the disclosure, as an item of directory information of which you have not refused to permit disclosure, or under the provisions of FERPA which allow disclosure without prior written consent.

RIGHT TO COMPLAIN: You have the right to file a complaint with the U.S. Department of Education concerning the alleged failure of the school district to comply with FERPA. Your complaint should be directed to:

Family Policy and Compliance Office
U.S. Department of Education
600 Independence Ave, SW
Washington, DC 20202-4605

RIGHT TO OBTAIN POLICY: You have the right to obtain a copy of the policy adopted by the Board of Education in compliance with FERPA. A copy may be obtained in person or by mail from:

Mr. Scott Roper, Holly Area Schools, 6161 E Holly Road, Holly, MI 48442 (248) 328-3147

RIGHT TO OBJECT TO RELEASE OF DIRECTORY INFORMATION: Generally, school officials must have written permission from the parent of a student or an eligible student before releasing any information from a student's record. However, FERPA allows school districts to disclose, without consent, "directory" type information the Board of Education of the has designated the following personally identifiable information contained in a student's education record as "directory information:"

Unless you advise the school district that you do not want any or all of this information released, school officials may release personally identifiable information, which it has designated as directory information. Upon such objection, this information will not be released without prior consent of the parent or eligible student.

TIMING: You have two (2) weeks from the receipt of this notice to advise the school district in writing of any or all of those types of information about the student which you refuse to permit the school district to designate as directory information. Objections should be addressed to:

Mr. Eric Curl, Holly High School, 6161 East Holly, Holly, MI 48442

TECHNOLOGY USE GUIDELINES

STUDENT RESPONSIBILITY AND DISTRICT EXPECTATIONS

Holly Area Schools provides students with Mobile Computing Devices (MCDs) to support and enhance learning. These devices are school property, and students are expected to use them responsibly and maintain them in good working condition. **Technology misuse, negligence, or failure to follow expectations will result in disciplinary action and financial liability.**

Use of a district-issued MCD is a privilege—not a right. Any intentional damage, vandalism, or misuse of a device may result in full replacement charges and potential loss of technology privileges.

Taking Care of Your Device

Students are responsible for the general care and safekeeping of the Chromebook or iPad issued to them. Devices must:

- Be **brought to school each day fully charged** and ready for use.
- Be stored **securely** when not in use. **Unattended devices are not permitted** unless locked in a student's locker.
- Remain free of stickers, markings, or personal labels. **Tampering with asset tags is prohibited.**
- Not be taken to any outside service or repair facility.

If a device fails to function or is damaged:

- **While on/off campus**, students must immediately notify a classroom teacher and report to the counseling office.
- **While off campus**, families should submit a ticket to the Oakland Schools Technology Support Portal or call 248-209-2060.
- If a device is **stolen**, a **police report must be filed** and submitted to the school office.

Devices must never be:

- Stored in vehicles
- Left in unlocked lockers or unsupervised spaces.
- Lifted or carried by the screen.
- Transported with items (books, supplies, cords) that could apply pressure or damage the device.

GENERAL DEVICE GUIDELINES**General Expectations:**

- Bring your MCD to school daily, fully charged.
- Bring your charger to school as needed.
- Families who opt out of a district device must send their student with a personal device daily.

General Precautions:

- No food or drinks near MCDs.
- Insert cords and USB devices carefully.
- Disconnect power cords when not in use.
- Power down regularly to apply updates and extend battery life.

Transporting Devices:

- Close lids and unplug cords before moving a device.
- Never transport a Chromebook with the lid open or lifted by the screen.
- Carry devices in a padded backpack or bag—do not toss or drop.
- iPads must remain in their protective cases at all times.

Screen Care:

- Never apply pressure to screens.
- Do not close devices with items on the keyboard (e.g., pens).
- Clean screens only with a soft, dry microfiber cloth.
- Do not poke, scratch, or apply cleaning solutions to screens.

Asset Tags:

- Devices are tagged for district asset tracking.
- **Do not remove, modify, or damage tags.**
- Missing or tampered tags may result in full replacement charges.

TECHNOLOGY USE AND CONDUCT**Students must:**

- Only use district technology under staff supervision.
- Access only appropriate, educational websites and tools.
- Never share accounts or passwords.
- Follow all district policies.

Improper use of school-issued technology or network access may result in **suspension of technology privileges, school discipline, and/or referral to law enforcement.**

Damage, Loss, and Fees

Students and parents/guardians are **financially responsible** for loss or damage to district-issued devices. Failure to return a device or pay assessed charges may result in:

- **Withholding of report cards or final grades.**
- **Exclusion from graduation ceremonies or school events.**
- **Referral for civil action or criminal charges.**

| Damage Type | 2025-2026 Estimated Fee (Including Labor) |
|--------------------------------------|---|
| Screen Replacement (Chromebook/iPad) | \$125 |
| Damaged Keyboard | \$75 |
| Replacement Charger | \$25 |
| Full Chromebook Replacement | \$300 |
| Full iPad Replacement | \$400 |
| Tampered/Missing Asset Tag | Up to Full Replacement Cost |
| Intentional Damage/Vandalism | Full Cost of Repair or Replacement |
| Lost/Stolen (with police report) | Reviewed case-by-case |
| Lost/Stolen (no police report) | Full Replacement Cost |

Fees are based on vendor rates and are subject to change. Final cost is determined by Holly Area Schools.

TUTORING

Holly High School may offer tutoring after school Monday through Thursday in the KIVA with a certified staff member. Students in need of tutoring may inquire with a BVS staff member.

VARSITY JACKET ORDERS

Varsity jackets may be purchased through Holly High Design.

WORKING PERMITS

Working permits are necessary for all students under the age of 18. The Work Permit and Age Certificate will be issued to any minor 14 years of age or older not specifically exempted from the Youth Standards Act (P.A. 90 of 1978). This Certificate will permit a minor to be employed in the State of Michigan.

Forms may be picked up in the high school main office. The form must be taken to the employer for signature, etc., then returned to the office for finalization. If the form is turned in to the office in the morning, it will be ready for pick up in the afternoon.

YEARBOOK

The *Tell-Tale* is the title of the Holly High School yearbook. Yearbook sales begin during August registration and continue through February. Photos for all students may be taken at registration.

SCHOOL COUNSELING SERVICES

BVS virtual learning students on a traditional graduation path will work with their school level counselor. BVS EXCEL students on an alternative graduation path will work with our District Counseling Specialist. The counselors will help the students determine their schedule of courses for the year, give them vocational guidance and information about career paths and colleges, and counsel them about any academic and/or social concerns.

District Counseling Specialist, Mrs. Cheryl Price, 248.328.3230

*Subject to change based on enrollment

GENERAL

The Broncho Virtual Guidance and Counseling Program is designed to meet the unique social, personal, academic and career needs of students. Counselors work closely with parents, administrators, teachers, school social worker, psychologist, and speech therapist. As caring professionals, counselors are sensitive to the issue of confidentiality and the protection of students' rights. Counselors create an environment that will promote trust, honesty and openness -- traits that are crucial to effective counseling. Meaningful counseling services can help lay the foundation for educational excellence and foster good decision-making skills. The counselors are continually involved in professional growth activities designed to update their skills and enhance their ability to deal with the complex issues of today's youth. Counselors perform the following services, which are intended to help students gain self-knowledge and become independent and capable of making decisions that are self-satisfying and socially responsible. These include:

ACADEMIC PLANNING AND MONITORING

In preparation for making the school year an enjoyable and meaningful one for all students, the counselors play an extremely active role in scheduling. They assist students in making appropriate course selections and encourage them to explore new areas. Working closely with the student, parents, and teachers, the counselor helps monitor academic performance. Students are often in need of specialized and more intensive help than the classroom teacher can provide. It is one of the counselor's responsibilities to help identify these students and to make appropriate referrals when necessary.

CAREER PLANNING

Career guidance and planning is an ongoing process. The counselors see the secondary school years as crucial in developing self-awareness and the student's relationship to the world of work. Counselors utilize classroom visits, individual and group counseling, and scheduling to discuss and explore educational and career goals. Through the services of the Director of Career Programming and Business Partnerships, Mrs. Jen Fettig, students begin building a career portfolio that will assist them in scheduling.

CRISIS INTERVENTION COUNSELING

Counselors are available to deal with students at all times. Should an emergency occur, the counselors respond immediately, meet with students, assess the situation and make referrals when appropriate.

GRADE LEVEL SERVICES

NINTH GRADE

- Meetings with all freshmen;
- Meet with new students and provide academic guidance for course selection;
- Assist in developing four-year plans as needed;
- Provide academic monitoring as needed, and
- Administer and interpret 9th Grade PSAT (Practice SAT Test).

TENTH GRADE

- Meetings with all sophomores;
- Meet with students individually as needed;
- Provide academic monitoring as needed;
- Administer and interpret 10th Grade PSAT;
- Provide academic guidance for course selection; and
- Assist in the update/revision of four-year plans (EDP's) as needed.

ELEVENTH GRADE

- Meetings with all juniors;
- Provide academic guidance for course selection;
- Meet with students individually as needed;
- Administer and interpret Preliminary Scholastic Aptitude test (PSAT);
- Publicize and interpret Scholastic Aptitude Test (SAT)
- Provide academic monitoring as needed;
- Assist in update/revision of four-year plan as needed;
- Publicize local College Nights;
- Assist with the administration and interpretation of High School proficiency tests; and
- Provide college information.

TWELFTH GRADE

- Senior interviews;
- Provide academic guidance for course selection;
- Provide academic monitoring as needed;
- Process college applications;
- Publicize scholarship and financial aid information;
- Publicize and interpret Scholastic Aptitude Test (SAT);
- Administer Advance Placement Exams (AP);
- Meet with students individually as needed;
- Publicize local college nights;
- Plan and host Financial Aid Night;
- Coordinate visits of representatives from colleges, Armed Services and specialized schools;
- Coordinate Armed Services Vocational Aptitude Battery (ASVAB); and
- Assist with Commencement.

COLLEGE NIGHT

College Night is an opportunity for parents and students to meet with representatives from many colleges and universities in Michigan and out-of-state. College Night information will be published, as it is finalized.

GROUP COUNSELING

Group counseling creates a school-based support system where students have the opportunity to meet and share common concerns and experiences. Groups are developed on a need basis and may be facilitated by the school psychologist, social worker, or a counselor.

ORIENTATION

Entering a new school can be an exciting yet overwhelming experience. School counselors are sensitive to the feelings involved in this transition. Orientations for incoming students are held to answer questions regarding school policies, and procedures, expectations of students and services offered. Counselors are also involved in the orientation services offered to parents of incoming students.

At the high school level, counselors assist students in becoming more independent and responsible decision makers. There is a continued emphasis on self-awareness, academic progress and future planning.

PERSONAL COUNSELING

A significant part of a counselor's time is spent talking to students individually. It is in these sessions that a student learns to examine and evaluate the many factors affecting his/her personal, social, academic and occupational development. Counselors provide the opportunity for students to share concerns relating to school (peers, teachers, scheduling) and home (parents, siblings, special family situations).

REFERRAL AGENT

Counselors are both a referral service and the school contact person for district programs and/or outside professional agencies. Counselors may recommend to the parents, appropriate personnel outside the school setting for those students who need intensive help.

SCHEDULING

Counselors assist with the course selection process. In this regard, the counselors meet with students individually, in groups and with interested parents. Schedule changes are made when appropriate to accommodate student needs. Counselors also meet with eighth graders to help them plan for ninth grade.

A financial aid workshop for parents takes place each January. The purpose of the session is to help parents understand the process of applying for need-based aid and the resources available for applying for non-need aid.

A significant number of scholarships are available to Holly High School (including BVS) students. Scholarship bulletins are published and announcements are made regularly. It is the responsibility of each student to periodically check in the counseling office for current opportunities and respond appropriately. Information is also available on the school website for students and parents to reference.

TESTING AND EVALUATION

To help students and school personnel gain a better understanding of the student's academic strengths and weaknesses, the counselors organize and help administer various standardized tests. These include I-Ready, the MSTEP Exam in Science and Social Studies, the Preliminary Scholastic Aptitude Test (PSAT), the Armed Services Vocational Aptitude Battery Test (ASVAB), the American College Test (ACT), and the Scholastic Aptitude Test (SAT).

STUDENT EXPECTATIONS

BOTTLES

Glass containers are not permitted in school.

BRONCHOS L.E.A.D

Growing Leaders. Building Character. Owning the Journey.

LEAD is a Positive Behavioral Interventions and Supports (PBIS) initiative, and stands as a cornerstone in promoting a nurturing and respectful school environment. It is our commitment to creating a school culture where everyone feels safe, respected, and empowered to succeed.

Each letter in **L.E.A.D.** guides how we show up every day:

L – Live with Intention

Our behavior is purposeful and intentional. We listen to others, make wise choices, and set up ourselves for success daily. We are aware of our example to others and strive to always do the right thing, even when it's hard.

E – Engage in Learning

We are active learners who ask questions, stay curious, and give our best effort in every class. We show up ready to learn and grow, knowing that our future starts here.

A – Act with Integrity

We own our actions, follow through on commitments, and use our time and voice wisely. From attendance to behavior, we hold ourselves accountable and are responsible.

D – Demonstrate Kindness & Respect

We treat others the way we want to be treated. Whether in the hallway, classroom, or online, we lift each other up and create a space where everyone belongs.

BUS CONDUCT

HAS does not provide transportation to and from the Broncho Virtual Schools Learning Center, except for state testing.

We recognize the importance of a partnership between the school district, parents, and students in order to provide a safe environment for transportation on our buses. It is also important to note that riding a school bus is a privilege and not a right. The bus ride is a continuation of their school day. For these reasons, students are expected to:

- Treat the bus driver with courtesy and respect, following all requests promptly and politely.
- Board and exit the bus in accordance with the transportation policy.
- No disruptive behavior.
- No smoking or possession of tobacco.
- No matches or lighters.
- No littering.
- No eating or drinking on the bus.
- No profanity or harassment.
- Sit correctly in your seat.
- Stay seated until the bus is at a complete stop.
- Do not put arms, heads, or anything else out the bus window.
- Follow the student code of conduct as described in the Student Handbook.
- No vandalism

This list of expectations is not all-inclusive and other behaviors may result in immediate suspension of bus and school privileges.

When a situation develops that endangers the safety or well-being of other students on the bus, it is imperative that the school take the necessary steps to correct it in order to ensure the safety of all children. Even a minor incident that results in the driver taking their eyes off the road makes for a serious hazard. Safety is our main concern.

If a student chooses to deviate from appropriate behavior (except for serious misconduct), the steps for consequences will be as follows:

1st Violation - Driver will contact a parent and a written warning will be sent home.

2nd Violation - Student will be suspended from bus privileges for 3 school days.

3rd Violation - Student will be suspended from bus privileges for 10 school days.

4th Violation - Student will be suspended from bus privileges for 90 school days.

5th Violation - Student will be suspended from bus privileges for the remainder of the school year.

Special Education students receiving special education transportation will be expected to follow all the same rules, as the consequences for misbehavior will remain the same as all others.

Students in grades 6-12 will be given written documentation of their disciplinary action and are responsible to see that the parent receives it. No call will be made to the parent.

CELL PHONES / PERSONAL ELECTRONIC DEVICES

Holly Area Schools values the partnership between parents and our school in fostering a positive and respectful community. Parent/Guardian involvement is essential in guiding their child's use of technology and promoting responsible behavior online. Together, we can create a supportive environment that nurtures the well-being and success of every student.

We have included helpful information about the dangers of smartphones and social media, as well as information on Internet safety and digital citizenship, on our district website.

While it is understood that the school district strives to create a safe and respectful environment for all students, the responsibility extends beyond the classroom.

We encourage our Parents/Guardians to:

- Regularly discuss the appropriate use of phones and social media with your child.
- Monitor your child's online activities to ensure they are using technology responsibly.
- Set clear rules and expectations for behavior on social media.
- Educate your child about the potential consequences of cyberbullying, harassment, and other inappropriate online behaviors.
- Utilize parental control tools and apps to help manage your child's phone usage.

By taking proactive steps, you can help prevent misconduct and ensure a safer online environment for all students.

As a result of feedback from our students, parents/guardians, and staff, we are taking important steps to further address the growing concerns with cyberbullying, student mental health, and distractions in the classroom. Our updated policies and expectations are highlighted in this student handbook. These changes further support our district's priority to enact clear and effective safety and security measures in the event of an emergency.

Please note that Holly Area Schools may confiscate a cell phone or electronic device or turn a device over to law enforcement if we suspect it contains evidence of misconduct or illegal behavior, regardless who owns the phone. Additionally, Holly Area Schools and others who are harmed by a student's online behavior may seek to hold parents and guardians legally accountable.

Cell Phones or other electronic communication devices **are prohibited from being used** at Broncho Virtual School:

- During class/instructional time.
 - **Cell phones shall not be out or visible at any time during instructional time.**
- In Bathrooms, Locker Rooms, Dressing Rooms, or any other changing room.

Discipline:

Cell Phone/Other Electronic Communication Devices, including Smart Watches, Earbuds, Headphones, etc. Use during class/instructional time will result in the phone being taken and turned in to the BVS Office.

- 1st Offense - Student can get their device/item back at the end of the school day.
- 2nd Offense - Parent/Guardian must pick up the device/item. The student is assigned an After School Detention.
- 3rd Offense - Parent/Guardian must pick up the device/item. The student will no longer be allowed to use their device/item during non-instructional times.
- 4th Offense - Parent/Guardian must pick up the device/item. Progressive Discipline, including out-of-school suspensions for insubordination.

NOTE: If a student does not surrender their device/items to a BVS Staff member when requested, they are considered insubordinate and will face disciplinary consequences, including out-of-school suspensions and an immediate move to the 3rd Offense. Additionally, if at any time school officials have reasonable cause to suspect that the device contains evidence of misconduct or illegal activity, the device may be seized and searched, regardless of who owns the device.

Cell Phone/Other Electronic Communication Devices, Unauthorized Usage:

- Students who use their cell phones at any time in a manner that violates the Student Code of Conduct will move immediately to the consequences listed for a 3rd Offense and will be subject to the disciplinary consequences of their other Student Code of Conduct violations. Examples are listed below:
- Recording a fight, assault (verbal or physical), or any other form of confrontation
- Recording or taking pictures and posting/sharing them without active consent/permission from the person in the picture/recording at school or connected to any school event.
- Posting any picture, video, or message that contributes to harassment, bullying, peer mistreatment, etc., taken or shared at school or connected to any school event.

COMPUTER USAGE POLICY

School computers are an instructional aide to be used by students for that means alone. Any attempt at unauthorized access to files will result in immediate action taken against that student. The actions will be as follows:

1. Attempted access/access to another student's file(s) will result in the unauthorized student's removal from the computer for a total of three (3) days.
2. For a second offense of the above, a parent conference must take place before the student may use the computer again.
3. Attempted access/access to a teacher, supervisor, administrator, or system operator's file will result in the unauthorized student's removal from the computer for the remainder of the trimester.
4. If illegal entry to files has been made to those files which are known to be "sensitive" (entry into DOS, changing programs or tampering with the operating instructions), the student will be dismissed from class, and complete financial restitution will be made by the parents or guardian. Legal action may also be brought against both student and parent.
5. Physical destruction of the software or computer equipment (i.e. tampering/switching key caps) will result in the student being removed from the computer until appropriate action can be taken.
6. Students using the Internet will be required to agree to the district's computer access policies.

SCHOOL DRESS CODE/STUDENT APPEARANCE

Holly Area Schools recognizes that each student's dress and grooming is a manifestation of personal style and individual preference. With that being said, students' dress and grooming choices may not interfere with the school's educational program.

Students must wear:

- Top (undergarments may not be worn as a top)
- Bottom (undergarments may not be worn as bottoms)
- Footwear (curricular-specific and activity-specific shoe requirements are permitted).
- All students must wear clothing in such a way that the chest, pelvic/groin area, and buttocks are covered with non-see-through material at all times.

Students are not permitted to wear the following during school hours and at school-related activities—attire includes, but is not limited to:

- Attire that causes or is likely to cause a material disruption, a substantial disorder to school activities or the orderly operation of the school, impedes student safety, or an invasion of the rights of others;
- Attire that depicts profanity, hate speech, obscenity, the use of weapons, or violence;
- Attire that promotes tobacco, drugs, alcohol, or other illegal or harmful products/ activities;
- Attire that promotes, implies, or contains sexually suggestive messages;
- Attire that exposes or reveals the chest, pelvic/groin area, and buttocks;
- Hats or Hoods;
- Blankets and flags worn as coats, wraps, and capes.
- Costumes and pajamas, unless granted permission by the building Administration or designated Spirit Days

The judgment of the building administration will be final in determining inappropriate dress.

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.

FIELD TRIPS

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline.

Types of Field Trips

- **Curricular Field Trips** are directly tied to the instructional content and objectives of a course or academic program. These trips are considered part of the student's educational experience and are often essential to meeting learning goals.
- **Enrichment Field Trips** are supplementary and intended to enhance the student experience beyond the classroom. These trips are not required for academic credit and are typically designed for cultural, recreational, or celebratory purposes.

Participation Guidelines

All students must have written permission from a parent or guardian to attend any field trip. Participation may be restricted based on the nature of the trip:

- **Curricular Field Trips:**
Students may be prohibited from participating due to disciplinary actions or at the discretion of administration when safety or behavioral concerns are present, or if required parent/guardian permission is not provided.

- **Enrichment Field Trips:**

As these trips are non-essential and intended for enrichment or reward, students may be prohibited from attending for the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher
- Has been suspended anytime within the school year
- Excessive absence
- Failure to complete appropriate coursework; (student cannot have an E in any class).
- Behavioral or safety concerns
- Denial of permission from administration
- Unpaid fines
- Failure to serve all assigned detentions prior to the field trip

EXTENDED ABSENCE

A student who is going to be absent from school for legal, medical, or family reasons for an extended period of time should notify the BVS Director before the absence occurs and when he/she returns to school.

HALL PASSES

Students who find it necessary to leave class for any reason must carry a physical pass while out of the Learning Center.

INDEPENDENT ADULT STUDENTS

Students who have reached the age of 18 may apply to act on their own behalf regarding school records, communications, and absence reporting. Applications may be made in the BVS Director's office. Parents must sign off and will be notified after the application has been processed and accepted.

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.

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.

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 and may face additional disciplinary action.

LOCKERS

Locker space is loaned to each student to store coats, school, and personal bags, books, and other school supplies. Student lockers are the property of Holly Area Schools and may be inspected for cleanliness and appropriateness as situations or conditions warrant.

Students are required to use the locker that has been assigned to them for the duration of the school year. **Backpacks are not permitted in classrooms**; students who attempt to bring backpacks into class will be immediately sent to their locker to put them away. **Sharing lockers, carrying backpacks throughout the day, or tampering with lockers such as jamming them so they do not latch are all prohibited behaviors and may result in disciplinary action.** Locker change requests must be submitted to and approved by building administration prior to any change. For security and privacy reasons, students should never share their locker combination with others.

PLEASE NOTE: Lockers are to be kept neat and clean. While locker decor is acceptable, decorations must be easy to remove and clean. Lockers are not to be painted, engraved, stickered, or permanently altered in any way. **Students will be assessed a fee for any cleaning, painting, or maintenance resulting from abuse or damage considered beyond normal wear or tear.**

NON-SCHOOL-SPONSORED PUBLICATIONS/WEBSITES

Students are prohibited from accessing and/or distributing at school any pictures, written material, or electronic material, including material from the Internet or from a blog that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to libelous material, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to the maturity level of the students, including but not limited to material that is obscene, pornographic, pervasively lewd and vulgar, or contains indecent and vulgar language; or
4. Is primarily intended for the immediate solicitation of funds.

The distribution of non-school-sponsored written material must occur at a time, place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the school district.

OUT-OF-SCHOOL SUSPENSION

Out-of-school suspension is temporary for a specified number of days, not to exceed ten (10).

Students suspended out of school may not be on school grounds at any time during the suspension dates. This includes all sports contests and organizational meetings.

PUPIL RESPONSIBILITIES

Pupils attend school so that they may develop their full individual capacities and become, for their own benefit and that of others, the best people possible. To do so, pupils must:

1. Accept responsibility for their own actions;
2. Approach their studies with a seriousness of purpose and a realization that learning can be both challenging and fun.
3. Develop good study habits and make a sincere effort to do their best in their studies;
4. Be well prepared for class each day, both physically and mentally;
5. Make the most of all educational opportunities provided by the school;
6. Develop a basic attitude of consideration and thoughtfulness for the rights, the welfare, the property, and the happiness of others;
7. Be diligent in their daily work and punctual with meeting their deadlines;
8. Dress appropriately and practice habits of personal cleanliness;
9. Choose friends and companions carefully;
10. Understand and comply willingly with rules and regulations established by the school regarding such things as attendance, use of lockers, and assembly participation;
11. Participate with enthusiasm and in a dependable, self-reliant manner in the civic, athletic, social, and extracurricular activities of the school;
12. Behave in a manner that will reflect credit on self, parents, teachers and school;
13. Respect the authority of members of the school staff;
14. Learn to settle differences with other students without fighting;
15. Avoid the use of abusive and vulgar language; and
16. Show proper decorum by avoiding public displays of affection.

REMOVAL FROM CLASS

When a student is directed to leave class for disciplinary reasons the student must **immediately report to the BVS Office**. Failure to comply will be deemed as insubordinate behavior warranting additional discipline.

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 BVS Director. If still dissatisfied, they may challenge the record's content in writing an appeal to the superintendent.

SEARCH AND SEIZURE

In order to maintain order, safety and security in the school, authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

- **School Property and Equipment; Personal Effects of Students**
School authorities may inspect and search school property and equipment owned or controlled by the school (i.e., lockers, desks), as well as personal effects left in those locations by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially-trained dogs.
- **Students**
School authorities may search a student and/or the student's personal effects in the student's possession (e.g., purses, wallets, knapsacks, book bags, lunch boxes, cell phones) when there is a reasonable suspicion that the search will produce evidence that the particular student has violated or is violating either the law or the school district's rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

- **Seizure of Property**

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

TELEPHONES

All school telephones are considered business phones and may not be used by students except when given specific permission from staff.

TEXTBOOKS

Textbooks and workbooks are provided free for student use by the Holly Area School District. Students are responsible for the proper care and return of the books issued to them. Students will be charged for books that are lost or damaged beyond normal wear and tear. Student transcripts and caps/gowns may be held until all obligations are cleared.

TIME GUIDELINES FOR STUDENT ACTIVITIES

Weekend activities shall end prior to 11:00 p.m., with the exception of the Senior All Night Party. Activities including practices and rehearsals, which occur on an evening preceding a school day, shall end at or before 10:30 p.m. Exceptions may be granted if prior approval is obtained from the school administration.

VISITORS

To ensure a proper learning environment, and because of liability, we do **NOT** allow student visitors.

WITHDRAWAL FROM SCHOOL/TRANSFER TO ANOTHER SCHOOL

The student should first discuss this matter with his/her counselor. The counselor will give the student a withdrawal form, which must be signed by the parent or guardian. The student will obtain the signatures of all his/her teachers, return all books, and clear all obligations.

VILLAGE ORDINANCES PERTAINING TO SCHOOL PREMISES

Students should be aware of Village Ordinance 13, which prohibits:

2-02-071. Operation of Skateboards, etc. in parking lots or privately owned sidewalks open to the public.

Where it has been posted by the property owner as being not permitted, it shall be unlawful to operate a skateboard, roller blades, roller skates, coaster or scooters or any similar device which is propelled by human power. (Ord. No. 335, 12-05-00)

1.1.1.260. The destruction of school property.

No person shall damage, destroy or deface any public, private or parochial school building, or any building occupied by any public, private or parochial school, or the grounds, outbuildings, fences, trees or other appurtenances or fixtures belonging thereto. Ord. No. 13, 2-17-70

1.1.1.270. Disturbing quietude or good order in schools.

No person shall willfully or maliciously make or assist in making any noise, disturbance or improper diversion by which the peace, quietude or good order of any public, private or parochial school is disturbed. Ord. No. 13, 2-17-70

1.1.1.280. Use of profane language or indecent conduct on school premises

No person shall use profane, indecent or immoral language or indulge in any indecent or immoral conduct in any building or on any property adjacent to any building in the village occupied as a public, private or parochial school. Ord. No. 13, 2-17-70

4-02-02-290. Schools: person creating disturbances to leave premises upon request

Any person found to be creating a disturbance in any private, public or parochial school or on the surrounding school grounds shall leave immediately when so directed by the principal or by any other person designated by the principal. Ord. No. 13, 2-17-70

1.1.1.300. Unauthorized persons are not to enter or remain in the school building

No person who is not a regularly enrolled student, teacher, parent or other employee shall enter and remain in any school building, whether public, private or parochial, in the village for any reason whatever unless such person has received written permission from the principal or other person designated by the principal to be in any such public, private or parochial school building. Ord. No. 13, 2-17-70

DISCIPLINE POLICY

STUDENT DISCIPLINE - GENERALLY

It is the Board's policy to provide students and staff with a safe learning environment free from substantial disruption. Consistent with this policy, the District may discipline students who engage in misconduct. Discipline may, but need not, include suspension or expulsion from school.

It is the Board's policy that students should rarely be suspended or expelled from school and that steps should be taken to minimize occurrences of suspension and expulsion. It is further the Board's policy to comply with all applicable state and federal laws related to student discipline.

It is the Board's expectation that this Board Policy, especially those provisions that require consideration of specific factors and the possibility of restorative practices before suspending or expelling a student, will reduce the number of out-of-school suspensions that exceed 10 days and the number of expulsions.

This Board Policy applies to all student conduct that occurs: (1) on school property; (2) at a school-sponsored or school-related event; (3) on the school bus; (4) traveling to or from school, including at a school bus stop; and (5) at any other time or place if the conduct has a direct nexus to the school environment.

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" emphasize repairing the harm to the victim and the school community caused by a student's misconduct.

RESTORATIVE PRACTICES

Before a student is suspended or expelled (except in cases involving firearm possession), teachers, administrators, and the Board must first determine whether restorative practices can serve as a more effective response to the student's behavior. If deemed effective, these approaches, such as conferences or reflection activities, can be appropriate in addressing behaviors like conflict, bullying, disruption, or property damage. When restorative options are offered, participation may reduce suspension days. Depending on the incident and a review of disciplinary factors, students may complete restorative programming outside of school. 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:

ACADEMIC DISHONESTY

Cheating and/or Plagiarism includes, but is not limited to:

The use of any unauthorized assistance in taking quizzes, tests, or examinations. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments. The acquisition, without permission, of tests or other academic material belonging to an instructor. The unauthorized use of artificial intelligence (AI) tools to complete assignments, tests, or any other academic work. Plagiarism or the unauthorized use of purchased, borrowed, or stolen reports or papers is prohibited. This includes, but is not limited to, material taken from internet sources, AI-generated content, and material (classwork, test answers, etc.) given or received from other students.

Single violations will result in the loss of credit for that assignment, quiz, or test. Repeated violations (those occurring on more than one occasion) will be reviewed by the administration and may result in the loss of credit for the course(s) involved.

AIDING AND ABETTING

Knowingly and positively assisting another student 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.

ARSON

Purposefully, intentionally, or maliciously setting a fire on school property.

ASSAULT

Causing or attempting to cause physical harm to another through intentional use of force or violence.

BACKPACKS/BOOKBAGS/BAGS

Backpacks, book bags, and bags may not be used in the school building during school hours. Medical exceptions, which require a doctor's note identifying a need for a student to use a backpack during the school day, must be turned in at the office. At this point, the student will either be given a clear backpack or a medical tag for their bag.

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, social exclusion/shunning, extortion. This may include acts of hazing.

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. See the Board Bullying Policy at www.hask12.org

CELL PHONES

Discipline:

Cell Phone/Other Electronic Communication Devices, including Smart Watches, Earbuds, Headphones, etc. Use during class/instructional time will result in the phone being taken and turned in to the Main Office.

- 1st Offense - Student can get their device/item back at the end of the school day.
- 2nd Offense - Parent/Guardian must pick up the device/item. The student is assigned an After School Detention.
- 3rd Offense - Parent/Guardian must pick up the device/item. The student will no longer be allowed to use their device/item during non-instructional times.

- 4th Offense - Parent/Guardian must pick up the device/item. Progressive Discipline, including out-of-school suspensions for insubordination.

NOTE: If a student does not surrender their device/items to an HHS Staff member when requested, they are considered insubordinate and will face disciplinary consequences, including out-of-school suspensions and an immediate move to the 3rd Offense. Additionally, if at any time school officials have reasonable cause to suspect that the device contains evidence of misconduct or illegal activity, the device may be seized and searched, regardless of who owns the device.

Cell Phone/Other Electronic Communication Devices, Unauthorized Usage:

- Students who use their cell phones at any time in a manner that violates the Student Code of Conduct will move immediately to the consequences listed for a 3rd Offense (see above) and will be subject to the disciplinary consequences of their other Student Code of Conduct violations.

Examples are listed below:

- Recording a fight, assault (verbal or physical), or any other form of confrontation
- Recording or taking pictures and posting/sharing them without active consent/permission from the person in the picture/recording at school or connected to any school event.
- Posting any picture, video, or message that contributes to harassment, bullying, peer mistreatment, etc., taken or shared at school or connected to any school event.

CLASSROOM MISCONDUCT

Flagrant disregard for classroom rules or behavior disruptive to the classroom setting.

CONTRABAND

Contraband refers to any items that are prohibited on school property or at school-sponsored events that pose a safety risk to students and/or staff and that may cause/potentially cause disruption to the learning environment.

DRESS CODE

Students not adhering to the Dress Code are in violation of the Student Code of Conduct and are subject to school discipline.

EXTORTION/COERCION/BLACKMAIL

A student shall not commit or attempt to commit coercion, extortion, or blackmail. A student shall not engage in the act of securing or attempting to secure money or other items of value by the use of threats and/or violence, nor shall a student, by threats and/or violence, force another person to perform an unwilling act.

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.

FUNDRAISING

Selling items for personal gain or for out of school organizations is prohibited.

GANG ACTIVITY

To provide a safe environment for all students in the Holly School District, all gang identifying clothing, items, symbols, signs and activities are strictly prohibited in school, on school property, and at all school related events.

GROSS MISBEHAVIOR

This is any act of deliberate school misconduct.

HALLWAY MISCONDUCT

Misconduct that may include but is not limited to: running, pushing, throwing things, use of vulgar language, bumping into and tripping or touching others unnecessarily.

HARASSMENT

Deliberate or willful harassment based on race, color, national origin, sex (including sexual orientation and gender mis-identity), disability, religion, height, weight, marital or family status, military status, ancestry or genetic information. Harassment may take on several forms, including verbal, written or electronic communication. Derogatory racial comments are considered a serious violation of a person's civil rights. Sexual harassment is unlawful under both Michigan and Federal laws and is contrary to the commitment of this district to maintain a learning environment that is free from sexual harassment. HAS will not tolerate sexually harassing behavior, false reports of sexual harassment or retaliation against either person reporting allegations of sexual harassment or persons who cooperate with the investigation. For additional information, see the complete Board of Education Harassment Policy.

HAZING

Hazing activities of any type are inconsistent with the education 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.

ILLEGAL SUBSTANCES OR PARAPHERNALIA, INCLUDING ALCOHOL

Possession, use, sale, transfer, distribution, or participation in the sale, use, transfer, or distribution of alcoholic beverages, controlled substances, vaping or vaping products, or drug-related paraphernalia are strictly prohibited.

The impact of health and safety and the distraction to the district's core mission are significant concerns and will not be tolerated.

This includes vaping, THC, other cannabis products, and tobacco use/possession, including but not limited to tobacco, cigarettes, e-cigarettes, and vaporizers.

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.

Violations result in disciplinary actions which may include suspension or expulsion, depending on the severity and frequency of the offense.

Possession and Use of Alcohol/Drugs (including THC and Cannabis products) and Vaping will follow progressive disciplinary actions starting from suspension to more severe penalties like long-term suspension and/or expulsion for repeated violations.

Resources such as substance abuse counseling and/or education materials to help students understand the risks associated with these products may also be provided for a first offense.

The Distribution, Transfer, Sharing, and Sale of Alcohol/Drugs (including THC and Cannabis products) related products will result in an Administrative Hearing for Expulsion.

The District has provided Awareness and Educational Materials through newsletters and information on the website to help families understand the risks associated with these products. This action, along with this policy, reflects a consistent approach to combat the use of Alcohol/Drugs (including THC and Cannabis products) and Vaping, focusing on disciplinary actions coupled with educational and counseling support to deter students from using these substances.

NOTE: The possession and/or use of Vapes, THC, Alcohol, and other Drug-related products by a minor is ILLEGAL in the State of Michigan, and therefore, students will also be subject to citation and/or other penalties by law enforcement.

The policy aims to maintain a safe and drug-free environment for students and staff.

INCITEMENT

Incitement includes but is not limited to directly or indirectly stimulating, encouraging, or provoking a fight or disagreement between individuals. Recording and/or distributing content that violates the code of conduct is also prohibited.

INCORRIGIBILITY (PERSISTENT DISOBEDIENCE)

Chronic school misconduct is incorrigibility.

INDECENCY

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

INSUBORDINATION

The failure to respond or carry out a reasonable request made by a staff member, or the act of verbal or physical opposition to the school staff is considered insubordination. Chronic insubordination is considered incorrigibility and will be referred to the School Board.

INTERNET MISUSE

A student shall not violate or attempt to violate School District policies, administrative regulations, and directives concerning School District or personal computers, networks, and telephone systems. Uses of Artificial Intelligence, large language models, or other similar technology are subject to the Acceptable Use policy and the Student Code of Conduct. Violation of any of the rules and responsibilities may result in a loss of access privileges/technology privileges/computer usage and may result in other disciplinary or legal actions including restitution.

LOITERING

Students are not permitted to loiter on campus before or after the school day unless they are participating in a supervised activity. Students can arrive at school at 6:55 a.m.

MISSED DETENTION

Students must be prompt, appropriately behaved and prepared to work in detention. Those who are late, or not behaving appropriately or those who miss detention will be issued a more progressive disciplinary consequence.

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.

PEER MISTREATMENT

The action of mistreating or fact of being mistreated; ill-treatment.

POSSESSING OR USING WEAPONS

In order to provide a safe learning environment for all children, our schools must be weapon-free. A. Michigan law requires the Board of Education to permanently expel a student for possession of a dangerous weapon on school property or in any school building, or while being transported to or from school facilities or school-sponsored events. Michigan law defines a dangerous weapon as a firearm, dagger, dirk, stiletto, knife (blade over 3' in length), a knife opened by mechanical device (regardless of blade length), iron bar, or brass knuckles. B. As a matter of District policy, the Board may also exercise its discretion to expel a student for possession of an object on school property or in a

school vehicle, which may be used to cause or threaten harm to others. Examples include, but are not limited to: BB gun, pellet gun, look-alike gun, knife (blade 3" in length or less), razor blade, box cutter, chains, nunchucks, mace, pepper spray or any item intended for use as a weapon.

PUBLIC DISPLAYS OF AFFECTION

Demonstration of affection toward another person has an appropriate time and place. Inappropriate display of affection or physical contact is not considered acceptable behavior.

RACIAL SLURS

Derogatory racial comments are considered a serious violation of a person's civil rights.

RESTROOM CONDUCT

Proper restroom conduct is essential for maintaining a safe and respectful school environment. The following rules apply to all students:

- **Loitering:** Students are not permitted to loiter in restrooms. This includes gathering in groups or remaining in the restroom for an extended period without a legitimate reason.
- **Stall Usage:** Only one individual is allowed per stall at any time. Multiple students gathering in the same stall is strictly prohibited.
- **Backpacks:** Students are not allowed to bring backpacks into the restrooms at any time.
- **Horseplay:** Engaging in horseplay or any disruptive behavior in the restrooms is not permitted.
- **Technology Use:** The use of technology, including cell phones, tablets, and other electronic devices, is prohibited in the restrooms. This includes taking photos, recording videos, or using any form of social media.

SKIPPING

Any absence from class that is not authorized by the school. This includes students who do not attend class, who refuse to go to class, who leave without permission, or who have challenges being on time for class or leaving early from class.

STEALING

Dishonestly acquiring the property of others or possession of property that has been acquired dishonestly. Property found by students should be turned over immediately to adult staff.

TARDINESS (EXCESSIVE)

An unexcused tardy is "not being in the classroom once the bell begins."

Six (6) or more tardies are considered excessive tardiness and will lead to appropriate disciplinary actions, up to and including out-of-school suspension.

Students arriving 10 or more minutes late to class is an absence.

Students leaving a class 10 or more minutes early is an absence.

THREAT BEHAVIOR

Statement that constitutes a threat against a student, employee, other person, or school property. Determined threats and/or threatening behavior/activities by a student will be subject to school discipline and referred to law enforcement to face criminal penalties as permitted by the law.

Any student making inappropriate comments whether they are false and/or made in jest will be held accountable in accordance with our student code of conduct as such comments carry serious consequences. At Holly Area Schools, we thoroughly investigate all reports of inappropriate behavior, threats and weapons in accordance with our school policies and in partnership with local law enforcement. We maintain a zero-tolerance policy for weapons on school property, and bringing a weapon onto Holly Area Schools grounds can carry serious consequences, including expulsion and criminal charges. We encourage our parents to talk with their students about the consequences of making inappropriate statements while in school or on social media. We also encourage our students, staff, and parents to report any threats or inappropriate comments to school administration and police immediately. Please see **Safety Information and Threat Assessment** starting on page 65 for more information.

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.

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, fighting 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.

SCHOOL SAFETY INFORMATION AND THREAT ASSESSMENT

Holly Area Schools is committed to maintaining a safe environment. School Administrators and Law Enforcement work together to provide for the safety and welfare of students and staff while they are at school or a school-sponsored activity or while enroute to or from school, or a school-sponsored activity.

Threat Assessment

The primary purpose of a threat assessment is to minimize the risk of targeted violence at school. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe school environment, protect and support potential victims of a threat, and provide assistance, as appropriate, to the student being assessed.

What behaviors warrant initiation of a Threat Assessment?

A Threat Assessment will be initiated for behaviors including, but not limited to: serious violence or violence with intent to harm or kill, verbal/written threats to harm or kill others, online threats to harm or kill others, possession of weapons (including replicas), bomb threats (making and/or detonating explosive devices), fire setting, sexual intimidation or assault and gang related intimidation and violence.

Duty to Report

To keep school communities safe and caring, staff, parents/guardians, students, and community members must report all threat-related behaviors.

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What is a Threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet, or made by gesture. Threats must be taken seriously, investigated, and responded to.

What is a Threat Assessment Team?

Holly Area Schools uses a trained, multidisciplinary threat assessment team. Each team is headed by the building principal and includes the Safety and Security Director, a mental health professional, instructional personnel, and the School Resource Police Officer. The district's legal counsel is also consulted as needed.

What is the Purpose of a Student Threat Assessment?

The purposes of a student threat assessment are:

- To ensure the safety of students, staff, parents and others.
- To ensure a full understanding of the context of the threat.
- To understand factors contributing to the person of concern's behavior.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the person of concern.
- To promote the emotional and physical safety of all.

What Happens in a Student Threat Assessment?

All threat-making behavior by a student shall be reported to an administrator who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the person of concern, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

What Parents and Students Need to Know

- Threats must be reported to the school administration.
- Investigations may involve students, teachers, counselors, the police or other community agencies.
- Investigations may involve locker or personal property searches.
- Interviews will be held with the threat maker and other students or adults who may have information about the threat.
- Parents of students who are directly involved will be notified.
- Threatening behavior may result in disciplinary action.
- An intervention plan may be developed for the student making the threat and a support plan developed for any individuals targeted by threats as needed.

- Regardless of threat assessment activities or protocols, disciplinary action and referral to law enforcement shall occur as required by State law and Board policy.
- Threat assessment team members maintain student confidentiality at all times as required by Board Policy 8330-Student Records, and State and Federal law.

This policy and procedure is consistent with the process for identifying, assessing, and managing students who may pose a threat as set forth in the joint U.S. Secret Service and Department of Homeland Security publication, Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence.

HOLLY AREA SCHOOL DISTRICT

BOARD OF EDUCATION

6161 E Holly Road, Holly, Michigan 48442 (248) 328-3100

| | |
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| Vice President | Mrs. Jennifer Young |
| Treasurer | Mr. Peter Deahl |
| Secretary | Mrs. Lisa Oaks |
| Trustee | Mr. Sean Creger |
| Trustee | Mrs. Linda Blair |
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ADMINISTRATIVE OFFICE

(248) 328-3100

| | |
|------------------------------------|--|
| Scott Roper | Superintendent |
| Michelle Szczechowicz | Executive Director of Educational Services |
| Linda Earl | Director of Business and Finance |
| Patricia Murphy-Alderman | Director of Human Resource |

SCHOOLS

| | |
|--|---|
| Davisburg Elementary 12003 Davisburg Rd. | Denise Kott, Principal (248) 328-3500 |
| Holly Elementary 810 E. Maple St. | Aimee Schwartz, Principal (248) 328-3600 |
| Patterson Elementary 3231 Grange Hall Rd. | Jacob Haynes, Principal (248) 328-3700 |
| Rose Pioneer Elementary 7110 Milford Rd. | Carrie Keech, Principal (248) 328-3800 |
| Holly High School 6161 E. Holly Rd. | Melissa Wachowski, Principal (248) 328-3200 |
| Holly Middle School 14470 N. Holly Rd. | Monica Turner, Principal (248) 328-3400 |
| Broncho Virtual School 6161 E Holly Road | Krystle Voegel, Director (248) 328-3168 |
| Special Services 6161 E Holly Road | Jennifer Lauria, Director (248) 328-3100 |
| Transportation 800 Elm St. | Frank Richmond, Supervisor (248) 328-3090 |
| Central Kitchen 6161 E Holly Road | Thomas Baranoucky, Supervisor (248) 328-3033 |

NOTICE OF CAREER & TECHNICAL EDUCATION OFFERINGS AT THE OAKLAND SCHOOLS TECHNICAL CAMPUSES (OSTC)

All CTE opportunities for Holly students are provided by the Oakland Schools Technical Campuses. For information regarding CTE programs, please contact the Holly School District.

Oakland Schools Technical Campuses (OSTC) is comprised of four campuses that provide Career Technical Education programs in a unique learning environment that delivers the technical, academic and workplace skills necessary to pursue post-secondary education and successful careers. The curriculum, equipment, technology and staffing at the campuses are designed to meet current and emerging industry needs and training requirements. All of the programs are offered under the guidance of certified teachers, counselors, and school-to-work coordinators. OSTC is accredited through North Central Accreditation (NCA).

The following programs are available*:

- Agriscience & Environmental Technologies
- Automotive Technologies
- Collision Repair and Refinishing
- Construction Technology
- Cosmetology
- Computer Networking
- Computer Programming
- Culinary Arts/Hospitality
- Energy-Electrical Technologies
- Engineering, Robotics, & Mechatronics
- Entrepreneurship & Advance Marketing
- Health Sciences
- Homeland Security - Criminal Justice
- Homeland Security - Cyber Security Networking
- Machining
- Medium/Heavy Truck Equipment
- Visual Imaging
- Welding

*Due to changes in staffing, some programs are only offered every other year or possibly not at all.

Criteria for admission varies by program and may be based on grade level. See the course catalog for specific information pertaining to admission criteria. Lack of English skills will not be a barrier to admission of participants.

For general information about these programs, visit the [Oakland Schools Technical Campuses](#) website.

You may also contact each OSTC campus directly at:

Northeast Campus, Pontiac: 248.451.2700

Northwest Campus, Clarkston: 248.922.5800

Southeast Campus, Royal Oak: 248.288.4020

Southwest Campus, Wixom: 248.668.5600