



2026-2027 Broncho Virtual Student-Parent Handbook

*Virtual Programs that Provide Flexible Pathways
for Every Student's Next Steps*

Mission Statement

The mission of Broncho Virtual 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, 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.

Executive Summary

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

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

Broncho Virtual Personnel and Contact Information

Administration, Office Personnel, and Mentors

Krystle Voegel	Director of K-12 Virtual Programs
Jody Godman	Broncho Virtual Counselor and Seminar Mentor
Briana Opalewski	Broncho Virtual Secretary
Chris Carpenter	Social Studies and Seminar Mentor
Deborah Custack	Mathematics and Seminar Mentor
Rebecca Nash	English and Language Arts and Seminar Mentor
Rachael Zyla	Science and Seminar Mentor

Broncho Virtual Contact Information

Address	14770 N. Holly Rd, Holly, Michigan 48442
Office Line	(248) 328-3900
Attendance Line	(248) 328-3924

Note: All attendance calls are answered through voicemail. Parents/guardians please leave your student information through a recorded message following the directions provided on the automated message

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		
<u>STUDENT</u> - 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	<u>PARENT/GUARDIAN</u> - 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	<u>SCHOOL STAFF</u> - 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		
<u>STUDENT</u> - 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	<u>PARENT/GUARDIAN</u> - 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	<u>SCHOOL STAFF</u> - 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		
<u>STUDENT</u> - Show respect for myself, my school, the staff, and other students - Follow and abide by all school expectations and procedures	<u>PARENT/GUARDIAN</u> - 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.	<u>SCHOOL STAFF</u> - 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		
<u>STUDENT</u> Follow school policies, including Anti-Vaping Rules and cell phone policies.	<u>PARENT/GUARDIAN</u> I will talk with my student about the dangers of Vaping and THC products and	<u>SCHOOL STAFF</u> - Maintain positive, safe learning environment - Provide students & parents

• 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	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	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		
<u>STUDENT</u> • Show Respect for Teachers, Staff/Admin, and Classmates • Be a role model for peers by making healthy and positive choices	<u>PARENT/GUARDIAN</u> • 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	<u>SCHOOL STAFF</u> • 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/Director (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 Principal/Director

STEP 3: Director of Student Services
Jennifer Lauria
248-328-3170

Building and Grounds

STEP 1: School Office

STEP 2: Building Principal/Director

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 Principal/Director

STEP 3: Director of Staff and Student Relations
Eric Curl
248-328-3175

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/Director

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

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

Building Principals

Davisburg Elementary

Codie Lakin
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

Krystle Voegel, Director
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

Joseph Merlo, 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) 328-3147
6161 E Holly Road, Holly, MI 48442

Director of Human Resources
Mrs. Patricia Murphy-Alderman
(248) 328-3147
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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Broncho Virtual GRID

***Broncho Virtual Programs that support
Growth, Readiness, and Independence through Digital Learning***

Full-Time Virtual Learning Opportunities

- **Broncho LINK** – Learning through Individualized Networked Knowledge
 - Empowering Independent Learners through Asynchronous Virtual Learning on a Traditional Holly High School Diploma Pathway
 - HAS students, grades 3-12, are eligible to apply
- **Broncho EXCEL** – Engaging in eXploration, Career Readiness, and Empowerment through Learning
 - Exploring Possibilities and Empowering Futures on the Road to a Non-Traditional, Michigan Certified, High School Diploma Pathway
 - HAS Juniors and Seniors At-Risk of Not Graduating or Not Graduating on Time
- **Broncho RISE** – Restoring Independence through Structured Support and Education
 - Empowering Students to Rebuild and Thrive through an Alternative Education Program with a Focus on Rehabilitation
 - HAS Board Recommended

Integrated Virtual Learning Opportunities

- **Broncho BLEND** – Bridging Learning Environments for Next-Step Development
 - In-Person Learning Labs for Holly High School In-Person Students
 - **OWL** – Online While Learning
 - Extended Learning Opportunities to Further Students on Their Educational Pathway
 - **CC** – Career Connections
 - PM OSTC Flexible Scheduling with a Focus on Career Connections
- **Broncho RECOVER** – Restoring Essential Credits through Ownership, Virtual Education, and Resilience
 - High School Credit Recovery Courses
 - Virtual Curriculum with In-Person Learning Lab Opportunities for Support and Tutoring

Full-Time Virtual Learning Opportunities

Broncho LINK

Broncho LINK is **L**earning through **I**ndividualized **N**etworked **K**nowledge. This program empowers independent learners through a fully asynchronous virtual learning program on a traditional Holly High School diploma pathway. HAS students in grades 3-12 are eligible to apply.

In-person buildings' handbooks/codes of conduct and Broncho Virtual's Handbook/Code of Conduct apply to our Broncho LINK students.

- LINK Elementary students are held accountable to the Rose Pioneer and Broncho Virtual Handbook/Code of Conduct.
- LINK Middle School students are held accountable to the Holly Middle School and Broncho Virtual Handbook/Code of Conduct.
- LINK High School students are held accountable to the Holly High School and Broncho Virtual Handbook/Code of Conduct.

All Broncho LINK students and parents/guardians must complete a yearly consent form for the program.

Application Process

Interested students for the Broncho LINK program can apply online. The application can be found on the Broncho Virtual website. Applications will be reviewed by counselors, administrators, and any necessary special services team members to determine program eligibility. Once eligibility is determined, students and families will be notified.

Application deadlines will be posted on the Broncho Virtual website. Please note application deadlines will be strictly enforced. Failure to apply on time will result in eligibility denied for the upcoming trimester, as new applicants are only accepted at the beginning of each trimester.

Attendance

LINK students are held accountable for their attendance in their mentor meetings and virtual lab sessions. Weekly, students will meet individually with their assigned mentor via a Google Meet every Monday and Friday. Every Wednesday, students will meet in a virtual lab setting with peers of similar grade levels for a variety of group information sharing and lessons, such as a review of announcements, social and emotional lessons, and career readiness projects. Students will receive attendance markers in Skyward for these meetings and lab sessions.

Students are expected to attend their mentor meetings and lab sessions regularly, on time, with their cameras on and their faces visible on the screens. Failure to attend regularly may result in removal from the program.

If a meeting or lab day is a non-school day, meetings and sessions will not take place.

If a meeting or lab day is a half day for students, meetings and sessions will not take place.

On half days for students and/or days mentor teachers are absent, students will have a two-way communication prompt in their assigned Seminar course to complete. Appropriate completion of this prompt will be their attendance for the day.

In-Person Requirements

Students in the Broncho LINK program are required to complete a variety of in-person requirements throughout the school year. These include but are not limited to Count Day in October and February and all district and state testing requirements for the student's age/grade level, including but not limited to M-Step, PSAT, SAT, WIN, and i-Ready.

Students are required to attend Schedule Pick-up at Holly High School during their assigned time before school begins. This is where they will get not only their schedule, but their required school photo, assigned HAS device, and password/login information. Students who join the Broncho LINK program after the school year has already started will be required to attend an Orientation and Overview meeting prior to beginning in the program.

Please note that there is no transportation provided to or from Broncho Virtual in-person requirements.

Courses and Grading

Students in the LINK Elementary and Middle School programs will be assigned six academic courses, four core courses and two elective courses, each trimester, to mirror their in-person buildings. Students in the LINK High School program will be assigned five academic courses each trimester, following their credit needs to earn a Holly High School diploma. All students will be assigned an Advisory/Seminar course, which will be used to communicate with their mentor and access their virtual lab information, announcements, lessons, and resources.

All LINK students will follow the grading scales associated with their grade/level. Please see the respective in-person building Handbooks/Codes of Conduct for more information regarding grading.

Program Consent

Requirements

The below program requirements apply to Broncho LINK students. Failure to uphold them could result in removal from the program. Removal from the program will make said student ineligible for the program for two calendar years from date of removal.

1. Follow the Broncho Virtual Handbook/Code of Conduct
2. Follow their associated in-person building Handbook/Code of Conduct
3. Understand and agree to virtual learning through the Broncho Virtual platform, Accelerate Education
4. Access to technology for academic purposes following the HAS Acceptable User Policy and AI Guidelines
5. Full, consistent participation in all aspects of the program
6. Google Meet check-ins with their assigned mentor twice a week
7. Weekly participation and attendance in virtual lab sessions
8. Two-way communication with their assigned mentor via their assigned Seminar course when requested
9. In-person attendance on Count Days in October and February
10. In-person attendance for all district and state testing requirements for their age/grade level, including but not limited to M-Step, PSAT, SAT, WIN, and i-Ready
11. Complete yearly updates to their Educational Development Plan through the platform provided by HAS

Notices and Specifics

The below program notices and specifics apply to Broncho LINK students.

1. LINK MS and HS students have the ability to participate in HMS and HHS classes or activities that take place during the regular school day only with approval from HMS and HHS administration and counseling teams, in alignment with the student's educational pathway
2. LINK students have the ability to participate in extracurricular activities, if they meet the eligibility requirements of the activities and are approved by the associated administration
3. Online course grades will be used for GPA calculation purposes
4. Online course grades are a part of the student's permanent academic record
5. Confirmation of the course accreditation with NCAA for college athletic purposes, if applicable, is the student and family's responsibility, not HAS
6. With creation of the parent/guardian observer account on Accelerate Education platform, weekly progress emails will automatically be generated to that parent/guardian email address
7. Courses are taught and graded by HAS teachers
8. LINK students have 24/7 access to their course(s) during their session
9. LINK program admittance will be subject to several factors, including administration and counseling recommendation, parent/guardian consent, student interview, and program capacity limits
10. Enrollment changes between entities/programs, such as HHS to Broncho Virtual, can only take place one time during the school calendar year
11. Enrollment changes can only happen at the trimester switch and until eligible, academic and attendance status at the currently enrolled entity/program is active
12. Enrollment in Broncho Virtual programming is a privilege and if requirements are not met, students can become ineligible for Broncho Virtual programming and be returned to in-person learning at the appropriate HAS in-person building
13. LINK students must fulfill program expectations in order to remain enrolled
14. Failure of LINK students to follow program requirements may result in their dismissal from the program

Broncho EXCEL

The Broncho EXCEL students **E**ngage in **eX**ploration, **C**areer Readiness, and **E**mpowerment through **L**earning. This program explores possibilities and empowers futures on the road to a non-traditional, Michigan certified, high school diploma pathway. EXCEL students earn their high school diploma following the Michigan Merit Curriculum requirements only, not the Holly High School diploma requirements. HAS students in grades 11-12 who are credit deficient and at risk of not graduating or not graduating on time are eligible to apply.

Holly High School Handbook/Code of Conduct applies to all Broncho EXCEL students, with the exceptions listed in the Broncho Virtual Handbook/Code of Conduct, Program Consent Requirements and Notices/Specifics sections. Broncho Virtual's Handbook/Code of Conduct apply to our Broncho EXCEL students.

All Broncho EXCEL students and parents/guardians must complete a yearly consent form for the program.

Application Process

Interested students for the Broncho EXCEL program can apply online. The application can be found on the Broncho Virtual website. Applications will be reviewed by counselors, administrators, and any necessary special services team members to determine program eligibility. Once eligibility is determined, students and families will be notified.

Application deadlines will be posted on the Broncho Virtual website. Please note application deadlines will be strictly enforced. Failure to apply on time will result in eligibility denied for the upcoming trimester, as new applicants are only accepted at the beginning of each trimester.

Attendance

EXCEL students are held accountable for their attendance in their mentor meetings and in-person lab sessions. Weekly, students will meet individually with their assigned mentor via a Google Meet every Monday and Friday. Every Wednesday, students will meet in an in-person lab. In-person labs will provide information and hands-on learning, such as review of announcements, career readiness projects and lessons, and real-world activities. Students will receive attendance markers in Skyward for these meetings and lab sessions.

Students are expected to attend their mentor meetings and lab sessions regularly, on time. In virtual meetings, students should have their cameras on and their faces visible on the screens. In-person sessions should be attended on time with a charged Chromebook, paper, and pencil. Failure to attend regularly may result in removal from the program.

If a meeting or lab day is a non-school day, meetings and sessions will not take place.

If a meeting or lab day is a half day for students, meetings and sessions will not take place.

On half days for students and/or days mentor teachers are absent, students will have a two-way communication prompt in their assigned Seminar course to complete. Appropriate completion of this prompt will be their attendance for the day.

Please note that there is no transportation provided to or from Broncho Virtual in-person requirements, this includes the in-person lab sessions.

In-Person Requirements

Students in the Broncho EXCEL program are required to complete a variety of in-person requirements, aside from their weekly lab sessions, throughout the school year. These include but are not limited to Count Day in October and February and all district and state testing requirements for the student's age/grade level, including but not limited to M-Step, PSAT, SAT, WIN, and i-Ready.

Students are required to attend Schedule Pick-up at Holly High School during their assigned time before school begins. This is where they will get not only their schedule, but their required school photo, assigned HAS device, and password/login information. Students who join the Broncho EXCEL program after the school year has already started will be required to attend an Orientation and Overview meeting prior to beginning in the program.

Please note that there is no transportation provided to or from Broncho Virtual in-person requirements, this includes the in-person lab sessions.

Courses and Grading

Students in the EXCEL program will be assigned five academic courses following their credit needs to earn a high school diploma, following the Michigan Merit Curriculum requirements, each trimester. Once the student has earned credit in all five courses, the student will be given a new five courses to continue earning credit towards their high school diploma. All students will be assigned a Seminar course, which will be used to communicate with their mentor and access their in-person information, announcements, lessons, and resources.

All EXCEL students will follow a credit/no-credit grading scale for all courses. A student will earn credit when all gradable activities have a score, even if that score is zero, the semester exam has been completed and submitted, and the overall course grade is a 60% or higher.

EXCEL Graduation Requirements (Class of 2019+)

Curriculum	Credits
English and Language Arts	4.5
• Language Arts 9	1.5
• Language Arts 10	1.0
• Language Arts 11	1.0
• Language Arts 12	1.0
Mathematics	5.0
• Algebra 1	1.5
• Geometry	1.5

• Algebra II	1.5
• Senior Math Experience	0.5
Science	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	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	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 Class of 2028 and Beyond	19.5 20

1. 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.
 - d. 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.

- e. 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.
 - f. Each student must successfully complete at least one mathematics course during his or her final year of high school enrollment.
 - g. 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.
 - h. At least 1 credit in subject matter that includes both health and physical education aligned with state guidelines.
 - i. At least 1 credit in Visual Arts, Performing Arts, or applied arts aligned with state guidelines.
 - j. At least 2 credits in a language other than English, based on state guidelines.
2. 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 administrator. 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 administrator 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 courses, 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.

**Students may opt out after completion of 1.0 credit (see course guide for details)

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.

Program Consent

Requirements

The below program requirements apply to Broncho EXCEL students. Failure to uphold them could result in removal from the program. Removal from the program will make said student ineligible for the program for two calendar years from date of removal.

1. Follow the Broncho Virtual Handbook/Code of Conduct

2. Follow the Holly High School Handbook/Code of Conduct, with the exceptions listed in the Broncho Virtual Handbook/Code of Conduct
3. Understand and agree to virtual learning through the Broncho Virtual platform Accelerate Education
4. Access to technology for academic purposes following the HAS Acceptable User Policy and AI Guidelines
5. Full, consistent participation in all aspects of the program
6. Google Meet check-ins with their assigned mentor twice a week
7. Weekly participation and attendance in in-person lab sessions
8. Two-way communication with their assigned mentor via their assigned Seminar course when requested
9. In-person attendance on Count Days in October and February
10. In-person attendance for all district and state testing requirements for my age/grade level, including but not limited to M-Step, PSAT, SAT, WIN, and i-Ready
11. Complete yearly updates to their Educational Development Plan through the platform provided by HAS

Notices and Specifics

The below program notices and specifics apply to Broncho EXCEL students.

1. EXCEL students are **not** able to participate in Holly High School (HHS) classes or activities that take place at HHS during the regular school day
2. With the creation of the platform observer account, weekly progress emails will automatically be generated to that parent/guardian email address
3. Courses are taught and graded by HAS teachers
4. EXCEL students have 24/7 access to their course(s) during their session
5. HHS extracurricular activities and field trips, excluding Athletics, are only available to the Broncho EXCEL students if they meet eligibility requirements and are approved by HHS and Broncho Virtual administration
6. EXCEL students are not eligible to participate in HHS Athletics
7. Enrollment in the EXCEL Alternative Program is a final decision; return to in-person learning at HHS is not an option due to graduation requirement program differences
8. EXCEL graduates may request permission to attend the HHS Senior Clap Out; permission is at the discretion of HHS administration
9. EXCEL program graduates graduate in their own special ceremony and do **NOT** participate in the Holly High School graduation ceremony
10. EXCEL graduates are not eligible to attend the HHS All Night Party

Broncho RISE

Broncho RISE focuses on **R**estoring **I**ndependence through **S**tructured Support and **E**ducation. This program empowers students to rebuild and thrive in a probationary, alternative education environment, upon recommendation from the HAS Board of Education.

In-person buildings' handbooks/codes of conduct and Broncho Virtual's Handbook/Code of Conduct apply to our Broncho RISE students.

- RISE Elementary students are held accountable to the Rose Pioneer and Broncho Virtual Handbook/Code of Conduct.
- RISE Middle School students are held accountable to the Holly Middle School and Broncho Virtual Handbook/Code of Conduct.
- RISE High School students are held accountable to the Holly High School and Broncho Virtual Handbook/Code of Conduct.

Note: HAS Board of Education directives to Broncho RISE students supersede building and program level handbooks/codes of conduct.

All Broncho RISE students and parents/guardians must complete a yearly consent form for the program.

Attendance

RISE students are held accountable for their attendance in their mentor and counselor meetings. Weekly, students will meet individually with their assigned mentor via a Google Meet every Monday and Friday. Weekly, students will meet individually with the Broncho Virtual Counselor via a Google Meet every Wednesday. Students will receive attendance markers in Skyward for these meetings.

Students are expected to attend their mentor and counselor meetings regularly, on time, with their cameras on and their faces visible on the screens. Failure to attend regularly may result in removal from the program.

If a meeting day is a non-school day, meetings will not take place.

If a meeting day is a half day for students, meetings will not take place.

On half days for students and/or days mentor teachers are or the Broncho Virtual Counselor is absent, students will have a two-way communication prompt in their assigned Seminar course to complete. Appropriate completion of this prompt will be their attendance for the day.

In-Person Requirements

Students in the Broncho RISE program are required to complete a variety of in-person requirements throughout the school year. These include but are not limited to all district and state testing requirements for the student's age/grade level, including but not limited to M-Step, PSAT, SAT, WIN, and i-Ready.

Students are required to attend Schedule Pick-up at Sherman Campus during their assigned time before school begins. This is where they will get not only their schedule, but their required photo, assigned HAS device, and password/login information. Students who join the Broncho RISE program after the school year

has already started will be required to attend an Orientation and Overview meeting prior to beginning in the program.

Please note that there is no transportation provided to or from Broncho Virtual in-person requirements.

Courses and Grading

Students in the RISE Elementary and Middle School programs will be assigned six academic courses, four core courses and two elective courses, each trimester, to mirror their in-person buildings. Students in the RISE High School program will be assigned five academic courses each trimester, following their credit needs to earn a Holly High School diploma. All students will be assigned a Seminar course, which will be used to communicate with their mentor and access their virtual lab information, announcements, lessons, and resources.

All RISE students will follow the grading scales associated with their grade/level. Please see the respective in-person building Handbooks/Codes of Conduct for more information regarding grading.

Program Consent

Requirements

The below program requirements apply to Broncho RISE students. Failure to uphold them could result in removal from the program. Removal from the program will make said student ineligible for the program for two calendar years from date of removal.

1. Follow the Broncho Virtual Handbook/Code of Conduct, while following the directives from the HAS Board of Education
 - a. Directives from the HAS Board of Education supersedes the Broncho Virtual Handbook/Code of Conduct
2. Follow their associated in-person building Handbook/Code of Conduct, while following the directives from the HAS Board of Education
 - a. Directives from the HAS Board of Education supersedes their associated in-person building Handbook/Code of Conduct
3. Understand and agree to virtual learning through the Broncho Virtual platform, Accelerate Education
4. Access to technology for academic purposes following the HAS Acceptable User Policy and AI Guidelines
5. Full, consistent participation in all aspects of the program
6. Google Meet check-ins with their assigned mentor twice a week
7. Google Meet check-in with the Broncho Virtual Counselor once a week
8. Two-way communication with their assigned mentor and the Broncho Virtual Counselor via their assigned Seminar course when requested
9. Completion of any assigned modules for restorative practice or rehabilitation
10. Consistent attendance and participation in any and all assigned Special Services
11. In-person attendance on Count Days in October and February
12. In-person attendance for all district and state testing requirements for their age/grade level, including but not limited to M-Step, PSAT, SAT, WIN, and i-Ready
13. Complete yearly updates to their Educational Development Plan through the platform provided by HAS
14. Application of readmittance through the HAS Board of Education within the trimester of eligibility
 - a. Failure to apply or be readmitted may result in removal from the program and the district

- b. If the student is readmitted by the HAS Board of Education, they may apply for admittance into the Broncho LINK or Broncho EXCEL programs, following the established application process

Notices and Specifics

The below program notices and specifics apply to Broncho RISE students.

1. No in-person attendance other than the above stated unless authorized by an HAS District Administrator
2. Confirmation of the course accreditation with NCAA for college athletic purposes, if applicable, is the student's and family's responsibility, not HAS
3. With the creation of the platform observer account, weekly progress emails will automatically be generated to that parent/guardian email address
4. Admittance into Broncho RISE will be probationary and subject to several factors, including administration and counseling recommendation, parental/guardian consent, student interview, and program capacity limits
5. Admittance into Broncho RISE will follow the same application process and timelines as all other Broncho Virtual full-time programming
6. Enrollment in the Broncho RISE is a privilege and if requirements are not met, students can become ineligible for the program

Integrated Virtual Learning Opportunities

Broncho BLEND

Broncho BLEND **B**ridging **L**earning **E**nvironments for **N**ext-Step **D**evelopment. This program provides a virtual lab setting for in-person Holly High School students. There are two different pathways provided to HHS students in the Broncho BLEND program, OWL and Career Connections.

The OWL, **O**nline **W**hile **L**earning, program extends learning opportunities to HHS students who have exhausted the HHS course offerings within their chosen academic pathway.. In the OWL program, HHS students may take 1-2 online courses during the course of their regular school day to expand their learning opportunities within their Educational Development Plan. The OWL program is available to the HAS students in grades 9-12 with counseling and administrative approval.

The CC, **C**areer **C**onnections, program provides flexible scheduling for HHS students taking OSTC afternoon programming. The flexible scheduling provided allows PM OSTC students to maintain their full-time student status and attend their afternoon placement on time.

Holly High School and Broncho Virtual Handbooks/Codes of Conduct apply to all Broncho BLEND students.

All Broncho BLEND students and parents/guardians must complete a yearly consent form for the program.

Program Consent

Requirements

The below program requirements apply to Broncho BLEND students. Failure to uphold them could result in removal from the program. Removal from the program will make said student ineligible for the program for two calendar years from date of removal.

1. Read and abide by the online policies and procedures in the HHS Course Guide, located on the Counseling page of the HHS website
2. Follow the Broncho Virtual Handbook/Code of Conduct
3. Follow the Holly High School Handbook/Code of Conduct
4. Understand and agree to virtual learning through an online learning platform
5. Access to technology for academic purposes following the HAS Acceptable User Policy and AI Guidelines
6. Active participation in the course/program impacts success in the course/program
7. Time management is vital to student success
8. Agree to be accessible and available to the HHS Supervisor and online teacher to discuss student progress and development

Notices and Specifics

The below program notices and specifics apply to Broncho BLEND students.

1. Online course grade will be used for GPA calculation purposes
2. Online course grades are part of the student's permanent academic record
3. Only weekly cumulative grades and progress percentages will be recorded in Schoology
4. Confirmation of the course accreditation with NCAA for college athletic purposes, if applicable, is the student's and family's responsibility, not HAS

5. With the creation of the platform parent/guardian observer account, weekly progress emails will automatically be generated to that parent/guardian email address
6. Students have 24/7 access to their course(s) during their session
7. The student must fulfill program expectations in order to remain enrolled
8. Failure to follow program requirements may result in dismissal from the program
9. Course drop request must be initiated by the student or parent/guardian must formally in writing to the student's counselor and the Director of K-12 Virtual Programs within the first 7 calendar days of the course start date

Broncho RECOVER

Broncho RECOVER is focused on **R**estoring **E**ssential **C**redits through **O**wnership, **V**irtual **E**ducation, and **R**esilience. RECOVER offers online credit recovery courses for Holly High School and Broncho LINK High School students to maintain on track for graduation. Courses must be approved by the student's assigned counselor. There are in-person support lab opportunities for our Broncho RECOVER students after school during the school year and during the day in the summer. These support lab sessions are designed to help our Broncho RECOVER students stay on track and support them academically.

Holly High School and Broncho Virtual Handbooks/Codes of Conduct apply to all Broncho RECOVER students.

All Broncho RECOVER students and parents/guardians must complete a yearly consent form for the program.

Program Consent

Requirements

1. Follow the Broncho Virtual Handbook/Code of Conduct
2. Follow the Holly High School Handbook/Code of Conduct
3. All requested credit recovery courses require payment and a completed consent before enrollment
4. Understand and agree to virtual learning through an online learning platform
5. Access to technology for academic purposes following the HAS Acceptable User Policy and AI Guidelines
6. Active participation in the course/program impacts success in the course/program
7. Time management is vital to student success

Notices and Specifics

1. Course fee is \$50.00 per course
2. Students must finish their course within the session they choose to take the course, or they will be given no credit and charged again to repeat the course
3. Students who do not start their courses will not be refunded money
4. All credit recovery fees should be paid via cash, check, or money order made payable to Holly Area Schools
5. Registration form, consent form, and payment must be submitted together and before course enrollment will be processed
6. Online courses and credit recovery may **NOT** be used for credit advancement or to graduate early
7. Enrollment is subject to counselor approval based upon current standing (attendance, academic performance, discipline) at Holly High School and Broncho Virtual
8. The online courses are available through our Broncho Virtual online platform
9. Courses are taught and graded by HAS teachers
10. Students have 24/7 access to their course(s) during their session
11. With the creation of the parent/guardian observer account through the platform, weekly progress emails will automatically be generated to that parent/guardian email address
12. Students may have the opportunity to make up two courses during any one credit recovery session
13. Credits earned in the program apply toward graduation but are not calculated as part of a student's overall GPA; students will receive a grade of 'CR' (Credit) or 'NC' (No Credit)
14. Space in the program is limited

- a. The counselor will determine priority and placement of credit recovery and online credit courses for individual students based on graduation progress, class standing, and need for the course
- 15. The Director of K-12 Virtual Programs will review program capacity to determine enrollment availability
- 16. Course drop request must be initiated by the student or parent/guardian must formally in writing to the student's counselor **and** the Director of K-12 Virtual Programs within the first 7 calendar days of the course start date